DOCUMENT RESUME

ED 117 885 95 EC 081 120

AUTHOR	Boston, Bruce O., Ed.
TITLE	A Resource Manual of Information on Educating the Gifted and Talented.
INSTITUTION	Council for Exceptional Children, Reston, Va. Information Services and Publications.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	75
NOTE	86p.; For related information, see EC 081 121
AVAILABLE FROM	Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($3.95)
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS	Directories; *Educational Trends; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; *Gifted; *Information Dissemination; Organizations (Groups); Program Planning; Publications; *Resource Guides; Talent Identification

ABSTRACT

Provided are directories of federal, state and national resources, seven papers on the state of the art, and information on such other resources as films and state level parent organizations. The state of the art is examined in the following papers: "The Federal Role in the Education of the Gifted and Talented" (staff of the Office of Gifted and Talented, U.S. Office of Education); "Education of the Gifted and Talented: A Brief Report on the State of the Art" (D. Jackson); "A Backward and Forward Glance at the Gifted" (A. Tannenbaum); "Program Planning for the Gifted" (J. Runyon); "Teachers for the Gifted" (M. Freehill); "Analyses and Identification of Giftedness in Mexican American Children: A Pilot Study" (E. Bernal); and "The National/State Leadership Training Institute on the Gifted and Talented: A Sketch of Future, Present, and Past" (I. Sato et al). Among other resources described are approximately 70 films on such aspects as teacher awareness and creativity. (CL)

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ED117885

A Resource Manual of Information on Educating the Gifted and Talented

Edited by
Bruce O. Boston

A Product of
The ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children

1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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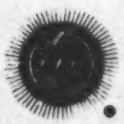

Published in 1975 by
The Council for Exceptional Children
1920 Association Drive, Reston, Virginia 22091

Library of Congress Catalog Card Number 75-37160

The material in this publication was prepared pursuant to a contract with the National Institute of Education, US Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

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Introduction

A *RESOURCE Manual of Information on Educating the Gifted and Talented* is by its very nature a presumptuous document. To provide parents, students, school administrators, and teachers of the gifted with a printed summary of "what's going on" in the form of up to date resources and commentary is somewhat analogous to offering a cup of water drawn from the Mississippi as exemplary of what goes on in that great river from Minneapolis to New Orleans. So, *caveat lector,* let the reader beware. There is much territory that is neglected in this publication.

What the reader will find are some directories of federal, regional, and state education agencies, parent and private sector resources to which they can turn as their own needs dictate. There are listings of films, bibliographical resources, and guides. The entreé of the current menu, however, is a series of brief articles by leaders in the movement for the education of the gifted. Here we have tried to present not only the nuts and bolts kinds of resources that practitioners have rightly come to expect (Runyon), but also an historical overview (Tannenbaum), as well as a fresh research perspective on giftedness among Mexican Americans (Bernal & Reyna). Sato, Jackson, and the staff of the USOE Office of Gifted and Talented have offered current perspectives from their own particular crow's nests.

Thus we have sought to walk the tightrope strung between the Scylla of comprehensiveness and the Charybdis of specificity. We hope that what has been presented will be useful.

Bruce O. Boston

A Note on the Contributors

Ernest M. Bernal, Jr., is Professor of Bicultural and Bilingual Studies at the University of Texas, San Antonio. His research interests center on identification of and programing for the culturally different gifted and talented. The report presented in this volume under joint authorship with Ms. Reyna was prepared under the auspices of the Southwest Educational Development Laboratory, Austin, Texas.

Maurice F. Freehill, Professor of Educational Psychology at the University of Washington, has long been a leader in the movement to educate our nation's gifted and talented youth. His interests and insight into teacher training are reflected in his many publications in this area. His current interests lie in the area of research into different aspects of creativity.

David M. Jackson is Associate Director of the ERIC Clearinghouse on Handicapped and Gifted Children and Executive Director of the National/State Leadership Training Institute on the Gifted and Talented.

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Joyce Runyon is state coordinator for gifted and talented programs for the Department of Education of the State of Florida, and also serves as President of the Council of State Directors of Programs for the Gifted.

Irving S. Sato is the Director of the National/State Leadership Training Institute on the Gifted and Talented and has been a leader in the movement for the education of the gifted for many years as a teacher, administrator, and consultant.

Abraham Tannenbaum is Professor of Education at Teachers College, Columbia University. His research and publications in the field of gifted and talented education have spanned a generation of educators to whom he continues to provide leadership and insight.

Wayne P. Wilson is a graduate student in literature at the University of California, Berkeley.

Federal Resources for the Gifted and Talented

Office of Gifted and Talented

Office of Gifted and Talented
US Office of Education
7th and "D" Streets, S.W.
Washington, D.C. 20202
(202) 245-2482

The Office of Gifted and Talented was established in response to the findings of the 1971 Report to Congress, *Education of the Gifted and Talented,* by the then Commissioner of Education, Sidney P. Marland, Jr. The office coordinates federal leadership in the education of the gifted and talented.

Each of the ten regional offices of the US Office of Education has personnel with assigned responsibilities in the area of the education of the gifted and talented.

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Region IX: American Samoa, Arizona, California, Guam, Hawaii, Nevada, Trust Territory of the Pacific Islands

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(206) 442-0460

National/State Leadership Training Institute on the Gifted and Talented

National/State Leadership Training Institute on the Gifted and Talented
316 West Second Street, Suite PH-C
Los Angeles, California 90012
(213) 498-7470

This federally funded program aims to provide leadership, training, and technical assistance to the education of the gifted and talented, primarily through state education agencies.

ERIC Clearinghouse on Handicapped and Gifted Children

ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

The clearinghouse acquires, synthesizes and abstracts, and disseminates information relevant to the education of the gifted and talented.

Alliance for Arts Education

Alliance for Arts Education
John F. Kennedy Center for the Performing Arts
Washington, D.C. 20566
(202) 254-3250

A project sponsored jointly by the Office of Education and the John F. Kennedy Center for the Performing Arts to coordinate national and regional efforts to develop programs for all children in the fine arts.

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National Organizations for the Gifted and Talented

The Association for the Gifted (TAG)

The Association for the Gifted
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

A division of the Council for Exceptional Children since 1958, TAG plays a major part in helping both professionals and parents deal more effectively with the gifted and talented. TAG conducts annual national and regional conferences and provides current information to members and affiliate organizations.

National Association for Gifted Children

National Association for Gifted Children
R. R. 5
Box 630-A
Hot Springs, Arkansas 71901

A professional organization with membership open to parents, the NAGC conducts training and consultation inservice events for schools. The organization also holds an annual conference and publishes *The Gifted Child Quarterly*.

Gifted Children Research Institute

Gifted Children Research Institute
Suite 4-W
300 West 55th Street
New York, New York 10019
(212) 541-7059 and 957-5145

The institute conducts conferences, publishes newsletters, and disseminates papers related to the education of the gifted and talented.

The American Association for the Gifted

The American Association for the Gifted
15 Gramercy Park
New York, New York 10003
(212) 473-4266

This organization consists of a small group of professional personnel who meet annually to discuss the various problems facing the education of the gifted. They have assisted in the publication of various texts and articles in the field.

National Association for Creative Children and Adults

National Association for Creative Children and Adults
8080 Spring Valley Drive
Cincinnati, Ohio 45236
(513) 631-1777

The NACCA seeks to aid in the development of the creative potential of gifted and talented children and to foster closer relationships between the creative young and creative adults.

The Council of State Directors of Programs for the Gifted

The Council of State Directors of Programs for the Gifted
Ms. Joyce Runyon, President
Florida State Department of Education
319 Knott Building
Tallahassee, Florida 32304
(904) 599-5807

The council is a professional organization of educators and administrators of programs for the gifted and talented.

The State of the Art

The Federal Role in the Education of the Gifted and Talented

USOE/OGT Staff

IN THE more than 100 years of its existence, the role played by the US Office of Education (USOE) in serving the gifted and talented has ranged from nonexistent or peripheral to that of strong advocate and administrator of legislation specific to gifted and talented education. Prior to 1961 there were sporadic publications from USOE (e.g., *Reading for the Gifted)* and some research and surveys of program offerings for the gifted in high schools. Between 1961 and 1964 a specialist in the area of gifted was employed to develop training materials and programs for the Division of Elementary-Secondary Education. In 1964, however, the USOE was reorganized away from emphasis on specialized areas.

But the relatively brief federal attention given to gifted and talented education has been notable in that it provided the impetus for expanding the definition of giftedness from a narrow concern with IQ and academics toward a broader definition which includes:

1. General intellectual ability.
2. Specific academic aptitude.
3. Creative or productive thinking.
4. Leadership ability.
5. Visual and performing arts.
6. Psychomotor ability (Marland, 1971).

The Congress of the United States has expressed its concern and interest by passing a landmark addition to the Elementary and Secondary Education Amendments of 1969 (Public Law 91-230, Sec. 806), "Provisions Related to Gifted and Talented Children." This amendment, unanimously passed by the House and Senate, provided for two specific changes in the existing legislation. It set forth Congressional intent that the gifted and talented student should benefit from federal education legislation, notably Titles III and V of the Elementary and Secondary Education Act of 1956. Section 806 directed the Commissioner of Education to conduct a study to:

1. Determine the extent to which special education assistance programs are necessary or useful to meet the needs of gifted and talented children.
2. Show how federal education assistance programs are being used to meet the needs of gifted and talented children.
3. Evaluate how existing federal educational assistance programs can be more effectively used to meet these needs.
4. Recommend new programs, if any, to meet these needs.

This study represented an area of concern for both the federal and nonfederal sectors and offered the US Office of Education the opportunity to study an educational problem with nationally significant, long term implications for society.

The study itself consisted of five major activities:

1. Review of research, other available literature, and expert knowledge.
2. Analysis of the educational data bases available to USOE and the development of a major data base through the *Survey of Leadership in Education of Gifted and Talented Children and Youth* (Advocate Survey).
3. Public hearings by the regional assistant commissioners of education in each of the 10 HEW regions to interpret regional needs.
4. Studies of programs in representative states with long standing statewide support for education of gifted and talented children.
5. Review and analysis of the system for delivery of Office of Education programs to benefit gifted and talented children.

This study began in August, 1970, with the development and acceptance of the plan, and concluded in June, 1971, with the preparation of

This article was prepared cooperatively by the staff of the Office of Gifted and Talented, US Office of Education. At their request, individual attribution is not made for authorship.

the final report, based on the findings and documentation from the five major activities listed above. Recommendations on special programs and suggested priorities in planning special programs were produced; estimates were made of the professional support and the teacher training required; and adjustments were made in legal definitions that would enhance the possibility of state and local fiscal support. The major findings of the study which had particular relevance to the future planning of a federal role in the education of the gifted and talented included:

—A *conservative* estimate of the gifted and talented population ranges between 1.5 and 2.5 million children out of a total elementary and secondary school population (1970 estimate) of 51.6 million.

—Existing services to the gifted and talented do not reach large and significant subpopulations (e.g., minorities and disadvantaged) and serve only a very small percentage of the gifted and talented population generally.

—Differentiated education for the gifted and talented is presently perceived as a very low priority at federal, state, and most local levels of government and educational administration.

—Although 21 states have legislation to provide resources to school districts for services to the gifted and talented, such legislation in many cases merely represents intent.

—Even where there is a legal or administrative basis for provision of services, funding priorities, crisis concerns, and lack of personnel cause programs for the gifted to be miniscule or theoretical.

—There is an enormous individual and social cost when talent among the nation's children and youth goes undiscovered and undeveloped. These students cannot ordinarily excel without assistance.

—Identification of the gifted is hampered not only by costs of appropriate testing—when these methods are known and adopted—but also by apathy and even hostility among teachers, administrators, guidance counselors, and psychologists.

—Gifted and talented children are, in fact, deprived and can suffer psychological damage and permanent impairment of their abilities to function well which is equal to or greater than the similar deprivation suffered by any other population with special needs served by the Office of Education.

—Special services for the gifted (such as the disadvantaged) and talented will also serve other target populations singled out for attention and support.

—Services provided to gifted and talented children can and do produce significant and measurable outcomes.

—States and local communities look to the Federal Government for leadership in this area of education, with or without massive funding.

—The federal role in delivery of services to the gifted and talented is presently all but nonexistent.

These findings provide ample evidence of the need for action by the US Office of Education to eliminate the widespread neglect of gifted and talented children. Federal leadership in this effort to confirm and maintain provisions for the gifted and talented as a national priority, and to encourage the states to include this priority in their own planning, was immediately assumed by the US Office of Education.

Establishment of the Office of Gifted and Talented

At the direction of US Commissioner of Education Sidney P. Marland, Jr., the Office of Gifted and Talented (OGT) was established as part of the US Office of Education, under the direction of Dr. Harold Lyon. The OGT was to be an advocate office within the USOE for purposes of coordinating activities which could be supported with USOE resources, and for encouraging investment by the private sector and other public, state, and local resources. Commissioner Marland stated: "During 1971-72 the federal government, through the US Office of Education, committed itself to a new and extremely important area of concern—the education of the gifted child . . . . It is a significant commitment."

To support this commitment a small staff was assembled and housed within the Bureau of Education for the Handicapped, the part of the US Office of Education administratively most parallel to accepted patterns for provision of services to gifted children, and one highly experienced and successful in the delivery of specialized services to specific target populations. Some USOE program funds were made available for national projects benefiting the gifted and talented: for example, the Education Professions Development Act supported the National/State Leadership Training Institute on the Gifted and Talented; Title V, ESEA, supported several regional interstate projects; career education for gifted and talented was initiated with an institute supported by BOAE. All of these commitments were enhanced by the cooperation of the regional commissioners of education in assigning, in each of the 10 DHEW regions, a part time gifted and talented program officer.

In 1974 full recognition of the federal role in the education of the gifted and talented was realized with the passage of the Education Amendments of that year. Section 404, Public Law 93-380, a part of the Special Projects Act, gives statutory authority to administer the projects and programs authorized by the legislation and to coordinate all programs for the gifted and talented which are administered by the Office of Education. This is the initial legislative authority for a program of categorical federal support for this population. (The complete text of Section 404 is reproduced on p. 23).

A program of research is also authorized. This, however, is to be conducted by the National Institutes of Education (NIE). The legislation authorizes an annual appropriation for the purposes outlined in Section 404 of $2.56 million for each year of the 3 year life span of the Special Projects Act. Regulations and program announcement dates as published in the *Federal Register* may be obtained on request by potential applicants for these funds.

In implementing programs under this authority, the USOE is drawing upon the experience and successful approaches used in meeting the special educational needs of other special target populations: for example, handicapped children and youth, who have received enormously increased and improved services through the implementation of the Education of the Handicapped Act.

The program of educational assistance for the gifted and talented will employ a catalytic strategy for stimulation and support, primarily of state leadership, and excellence of programing at points of impact that are critical in the development of a delivery system for education of gifted and talented children and youth. This perspective is a logical extension of the initiatives begun in 1971 and 1972 with the Commissioner's Report to Congress and the designation of the Office of Gifted and Talented as an unfunded advocate office within the agency. In the intervening 2 years this office, working with cooperatively secured public and private sector resources, has initiated a program of national awareness, leadership training and development, state planning, research into special problems in identifying and serving gifted disadvantaged, career education, and development and dissemination of information to a national user network.

With the enormous interest in this program and the stringencies imposed by limited resources, strategies for obtaining maximum benefit from approved projects become much more important. All projects are funded on a competitive basis; that is, there is no formula distribution of funds. Applications are reviewed on a fully competitive basis by qualified readers from the field and the US Office of Education. Awards are made on the basis of review criteria which emphasize:

1. Planned coordination with already existing resources within a given state or locality.
2. Multi-institutional cooperation.
3. High quality.
4. Activities which achieve a multiplier or spin-off effect.
5. Dissemination and replication of project outcomes.
6. General effectiveness.
7. Cost efficiency.

Major Areas of Concern

It is anticipated that programs which are supported under this authority, as well as from other federal and nonfederal resources, will address continuing needs in the major areas of national concern to which the Office of Gifted and Talented has directed resources to date. These include the following areas.

State Leadership

The primary target group is educational leadership, especially within the state education agencies where the focus has been on the development of trained teams from each state with the capability to direct a variety of public resources toward improving educational opportunities for gifted and talented youth. The underlying assumptions are supported by the fact that even the earliest data available to the Office of Education show a high correlation between state agency efforts and services provided to the gifted and talented populations of those states. Funds available under the Education Professions Development Act in 1972, 1973, and 1974 have enabled the training of diverse teams and the development of state plans in 48 of the states and territories as well as some regional and large city teams, and will have reached all 57 by the end of FY 1975. The program of state and local education agency grants authorized under Section 404 will provide for enactment of these plans and the "unlocking" of state and community resources. (For a comprehensive review of those efforts, see the article by Sato et al., p. 61.)

Manpower and Training Needs

The absence of programs for the gifted and talented is accompanied by shortages of personnel experienced or trained in the field. Manpower training studies in education have shown the value of short term institutes for inservice teacher pre-

paration and of technical assistance centers which contract with colleges and universities to encourage and/or supplement course offerings. Cooperative training efforts will serve to coordinate state planning with other resources available at institutions of higher education.

A critical need also exists for a nationally distributed cadre of leaders: people who can assume the role of training other leaders, influence school districts and state education agencies, and develop high quality curricula for the gifted and talented. There is also a need for leadership development through "internship" experiences and opportunities at the state and national administrative levels, both in governmental and nongovernmental organizations concerned with education.

Information Development and Dissemination

All program efforts coordinated by the Office of Gifted and Talented have pointed up the necessity for raising the level of public consciousness, alerting key publics, and providing adequate responses to the heavy flow of information requests related to gifted and talented education. Every project supported through the OGT has been oriented to the need for informational products as well as to program needs. Wide distribution has been achieved for resultant publications, an effort which has been facilitated by the ERIC Clearinghouse on Handicapped and Gifted Children. Through the network of states, regional offices of education, and the services provided by the Leadership Training Institute, as well as through contact with numerous private sector associations and organizations, it is possible to develop an efficient mechanism for assessing user needs and providing a delivery system for products generated at all levels.

Research and Exemplary Projects

The literature on gifted and talented education is replete with examples of research on the measurement and development of high potential individuals through education. In recent years research in education has tended to emphasize the special needs of disadvantaged, handicapped, culturally different, and other target populations, without recognizing the very special needs of the gifted and talented who also appear within these subgroups. These are children who, for a variety of reasons such as sex, age, race, economic and social factors, language, or cultural background, do not receive special recognition of their potential and consequently fail to develop their abilities to the fullest extent possible. Section 404 permits the application of research to the identification of these gifted and talented youngsters, the provision of services to such special target populations, and the dissemination of documentation of particularly promising or successful practices. Plans for the NIE supported research program, as mandated in this law, are expected to be prepared in cooperation with the Office of Gifted and Talented.

Career Education

Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work oriented society, to integrate those values into their own value systems, and to implement those values in their own lives in such a way that work becomes possible, meaningful and satisfying to each person. It is particularly significant in consideration of the gifted and talented. Because of their gifts and diversity of interests, these young people are often faced with a sometimes bewildering multiplicity of possible directions for development of life purpose, vocational preparation, and self expression. They require guidance, understanding, encouragement, and development far beyond that of their peers if they are to realize their full contributions to self and society. Projects from local school districts (with state review), as well as projects under the 15% provisions set aside for special target programs, will be funded with career education as one priority area.

Private Sector Cooperation

The Office of Gifted and Talented has been successful in working cooperatively with nonpublic resources to support projects initiated jointly by the Office of Education and certain private agencies. This is an area in which the Office of Gifted and Talented was given broad authority to enter into cooperative relationships. Some examples of products and activities include:

- The Exploration Scholarships program, a national competition to identify and place outstanding young people in career exploration opportunities with some of the world's leading scientists.
- A conference on the educational needs of the disadvantaged gifted.
- Support by a foundation directly to the technical assistance program of a state education agency.
- Development of a national gifted student conference and resource directory.
- Mentorships in the arts.
- Production of a book on the arts and the gifted.

- Partial support to conferences and other activities in which there has been cooperative public/private investment.

These activities represent an important and complementary contribution to the national federal education program for the gifted and talented. Further cooperative ventures involving both the public and the private sectors will be encouraged in conjunction with the implementation of programs now legislated and funded.

Reference

Marland, S. P., Jr. *Education of the gifted and talented: Report to the Congress of the United States by the US Commissioner of Education*. Washington DC: US Office of Education, 1971.

Education of the Gifted and Talented: A Brief Report on the State of the Art

David M. Jackson

A CONVENIENT and logical point to begin a review of the current effort to expand special education for the gifted and talented is the point at which *Education of the Gifted and Talented: Report to the Congress of the United States by the US Commissioner of Education* was submitted on October 6, 1971. The report contained the results of an Office of Education study planned and directed by Jane Case Williams. The study documented the special needs of the gifted and talented population, reviewed the research related to the education of the gifted, and summarized case studies of four states with programs for the gifted population. In the report, Dr. Sidney P. Marland, who was US Commissioner when the report was submitted, said:

> Rather than proposing extensive objectives now, either in terms of money or legislation, I believe we ought to initiate those things we can realistically accomplish immediately within the Office of Education in order to meet the problems suggested in this study. The end product of this study will never be reached wholly. It will continue to grow, we hope, and remain infinite in its possibilities. But first it must begin and we believe the most appropriate way is by injecting the principle of action on behalf of the gifted into our ongoing programs.

Box Score: Eleven Action Steps in the Commissioner's Report

Like many government reports, *Education of the Gifted and Talented: Report to the Congress of the United States by the US Commissioner of Education* made broad policy recommendations. Unlike many others, the Commissioner's Report also contained some specific steps for immediate action to move toward the major goals outlined in the report. Here is an estimate of the extent to which these action steps (pp. 69-74 of the report) have been accomplished since October, 1971, when the report was submitted:

Action Step	Outcome
1. Planning report, to enter the 5 year USOE planning cycle.	Accomplished
2. Program responsibility assigned; gifted and talented program staff appointed.	Accomplished
3. Nationwide inventory and assessment of current programs; establish an information clearinghouse.	Partially accomplished
4. Strengthen state education agencies, using ESEA Title V and other means.	Accomplished
5. Leadership development and training institutes for state level planning.	Accomplished
6. Research and development for minority groups; improved identification techniques; two research contracts.	Partially accomplished
7. Career education models, National Center for Educational Research and Development.	Not accomplished
8. Experimental schools.	Not accomplished
9. Supplementary plans and centers, ESEA Title III.	Accomplished

Action Step	Outcome
10. Regional offices; program officer in each of the ten offices.	Accomplished
11. Higher Education	Not accomplished
Totals	
Accomplished	6
Partially accomplished	2
Not accomplished	3

By any standards, this is an unusually fine record for the Office of Education. In view of some of the conditions of personnel turnover and large scale reorganization, including transfer of major functions to other agencies, this record of accomplishment is outstanding.

Public Policy Decisions by State Governments

Since the United States Constitution makes public education a state responsibility, it is useful to examine the policy decisions made by the states through legislative action and through administrative regulations. Such an analysis was completed June 1, 1973, by the State-Federal Information Clearinghouse for Exceptional Children of the Council for Exceptional Children. The staff of the clearinghouse has provided additional information on laws and regulations reported to it through April, 1974.

A total of 32 states have now expressed public policy decisions through laws or regulations, or both, which recognize gifted children or gifted and talented children. A total of 14 states define the term *gifted* or a similar term in their laws. Examples of these definitions follow.

California

Mentally gifted minor—a minor enrolled in a public primary or secondary school of this state who demonstrates such general intellectual capacity as to place him within the top 2 percent of all students having achieved his school grade throughout the State or who is otherwise identified as having such general intellectual capacity but for reasons associated with cultural disadvantages has underachieved scholastically. (1968)

Connecticut (Regulations)

Extraordinary learning ability—the power to learn possessed by the top 5% of the students in a school district as chosen by the special education planning and placement team on the basis of (1) performances on relevant standardized measuring instruments or (2) demonstrated or potential academic achievement or intellectual creativity. Outstanding talent in the creative arts—that talent possessed by the top 5% of the students in a school district who have been chosen by the special education planning and placement team on the basis of demonstrated or potential achievements in music, the visual arts or the performing arts. (1973)

Delaware

"Gifted children" means children between the chronological ages of 4 and 21 who are endowed by nature with high intellectual capacity. Gifted children are those children who have native capacity for high potential intellectual achievement and scholastic achievement.

"Talented children" means children between the chronological ages of 4 and 21 who have demonstrated superior talents, aptitudes, or abilities. Talented children are those children who have demonstrated outstanding leadership qualities and abilities or whose performance is consistently remarkable in the mechanics, manipulative skills, the art of expression of ideas, orally or written, music, art, human relations or any other worthwhile line of human achievement. (1958)

Illinois

Gifted children—children whose mental development is accelerated beyond the average to the extent that they need and can profit from specially planned educational services. (1965)

There is some evidence that the frequency with which states are changing their policies through changes in statutes and regulations is increasing. Information contained in the applications of state teams to the summer institutes of the National/State Leadership Training Institute on the Gifted and Talented indicates that there were two state policy changes in 1972, four in 1973, and nine in 1974.

Each of these changes, whether statutory or regulatory, represents a gain for gifted and talented students, not necessarily in the sense that more programs or a higher level of funding might be forthcoming (that may or may not happen), but in the sense of a measurable increase in legislative and state education agency visibility of the gifted and talented. More and more states are coming to terms with *gifted and talented* as an identifiable population of students with identifiable needs that require special provisions.

Federal Policy and Federal Legislation

Interest in intellectually gifted children and youth was in evidence during the Congressional debates as early as the post-Sputnik era, when national

concern to redress the imbalance created by the Soviet leap into space led to the passage of the National Defense Education Act of 1958. During the 1960's federal legislation such as the Elementary and Secondary Education Act of 1965, the Higher Education Act of 1967, and the Educational Professions Development Act of 1967 singled out gifted and talented children as eligible recipients of special services.

But the first instance in which gifted and talented children are made a primary focus of the legislation, rather than remaining simply one among several categories of eligible recipients, is the section of the Education Amendments of 1974 entitled "Gifted and Talented Children." This section (Public Law 93-380, Sec. 404, Title IV) provides a statutory base for the following:

1. An administrative unit within the United States Office of Education.
2. The establishment of a national information clearinghouse.
3. Grants to state and local education agencies.
4. Training grants, research, and model projects.

An appropriation of $2.56 million for Fiscal Year 1976 is authorized by the legislation itself. The text of Section 404, Title IV, of the ESEA Amendments (1974) follows.

Section 404: Gifted and Talented Children

Sec. 404 (a) The Commissioner shall designate an administrative unit within the Office of Education to administer the programs and projects authorized by this section and to coordinate all programs for gifted and talented children and youth administered by the Office.

(b) The Commissioner shall establish or designate a clearinghouse to obtain and disseminate to the public information pertaining to the education of gifted and talented children and youth. The Commissioner is authorized to contract with public or private agencies or organizations to establish and operate the clearinghouse.

(c)(1) The Commissioner shall make grants to State educational agencies and local educational agencies, in accordance with the provisions of this subsection, in order to assist them in the planning, development, operation, and improvement of programs and projects designed to meet the special educational needs of gifted and talented children at the preschool and elementary and secondary school levels.

(2)(A) Any State educational agency or local educational agency desiring to receive a grant under this subsection shall submit an application to the Commissioner at such time, in such manner, and containing such information as the Commissioner determines to be necessary to carry out his functions under this section. Such application shall—

(i) provide satisfactory assurance that funds paid to the applicant will be expended solely to plan, establish, and operate programs and projects which—

(I) are designed to identify and to meet the special educational and related needs of gifted and talented children, and

(II) are of sufficient size, scope, and quality as to hold reasonable promise of making substantial progress toward meeting those needs;

(ii) set forth such policies and procedures as are necessary for acquiring and disseminating information derived from educational research, demonstration and pilot projects, new educational practices and techniques, and the evaluation of the effectiveness of the program or project in achieving its purpose; and

(iii) provide satisfactory assurance that, to the extent consistent with the number of gifted and talented children in the area to be served by the applicant who are enrolled in nonpublic elementary and secondary schools, provision will be made for the participation of such children.

(B) The Commissioner shall not approve an application under this subsection from a local educational agency unless such application has been submitted to the State educational agency of the State in which the applicant is located and such State agency has had an opportunity to make recommendations with respect to approval thereof.

(3) Funds available under an application under this subsection may be used for the acquisition of instructional equipment to the extent such equipment is necessary to enhance the quality or the effectiveness of the program or project for which application is made.

(4) A State educational agency receiving assistance may carry out its functions under an approved application under this subsection directly or through local educational agencies.

(d) The Commissioner is authorized to make grants to State educational agencies to assist them in establishing and maintaining, directly or through grants to institutions of higher education, a program for training personnel engaged or preparing to engage in educating gifted and talented children or as supervisors of such personnel.

(e) The Commissioner is authorized to make grants to institutions of higher education and

other appropriate nonprofit institutions or agencies to provide training to leadership personnel for the education of gifted and talented children and youth. Such leadership personnel may include, but are not limited to, teacher trainers, school administrators, supervisors, researchers, and State consultants. Grants under this subsection may be used for internships, with local, State, or Federal agencies or other public or private agencies or institutions.

(f) Notwithstanding the second sentence of section 405(b)(1) of the General Education Provisions Act, the National Institute of Education shall, in accordance with the terms and conditions of section 405 of such Act, carry out a program of research and related activities relating to the education of gifted and talented children. The Commissioner is authorized to transfer to the National Institute of Education such sums as may be necessary for the program required by this subsection. As used in the preceding sentence the term "research and related activities" means research, research training, surveys, or demonstrations in the field of education of gifted and talented children and youth, or the dissemination of information derived therefrom, or all of such activities, including (but without limitation) experimental and model schools.

(g) In addition to the other authority of the Commissioner under this section, the Commissioner is authorized to make contracts with public and private agencies and organizations for the establishment and operation of model projects for the identification and education of gifted and talented children, including such activities as career education, bilingual education, and programs of education for handicapped children and for educationally disadvantaged children. The total of the amounts expended for projects authorized under this subsection shall not exceed 15 per centum of the total of the amounts expended under this section for any fiscal year.

(h) For the purpose of carrying out the provisions of this section the Commissioner is authorized to expend not to exceed $2,560,000 for each fiscal year ending prior to July 1, 1978.

Funding Requirements

To gain some perspective on the amounts of money required to support programs for the gifted and talented in the United States, we can begin by considering a total population to be served of about one million (and this is a conservative estimate). This represents approximately 2% of a total school population in the United States of about 50 million. If an average excess cost of special programs beyond the regular school programs is assumed to be $150 per year per pupil, the total minimum requirement would be $150 million to serve the total population.

If the standards currently being recommended for handicapped and retarded children are employed, in which the Federal Government bears three-fourths of the excess costs and state governments bear one-fourth, the cost to the Federal Government would be $112.5 million with the states picking up the remaining $37.5 million. This is the level of funding that gifted and talented education would receive if we could all have our legislative "druthers." It will not happen soon. But it is important to keep our eyes firmly fixed on what has, in fact, happened. For the first time since 1958 the gifted and talented have emerged as a visible group of school children commanding the attention of both the legislative and executive branches. That is a development to be applauded and encouraged. While we shall not soon see a time when every gifted and talented child in the United States has the opportunity to be educated in accordance with his/her ability to benefit, it is now becoming more and more clear that the educational needs of these children are beginning to be met.

Involvement of the Private Sector—Examples

1. In 1971 the Spencer Foundation of Chicago made a grant to Johns Hopkins University for the study of mathematically and scientifically precocious youth, under the direction of Professor Julian C. Stanley of the Department of Psychology. Plans are currently underway to apply findings of this study in the public schools of Montgomery County, Maryland, in 1974-1975.

2. The Robert Sterling Clark Foundation of New York made a grant to the Foundation for Exceptional Children for a work conference on the disadvantaged gifted, chaired by Professor James Gallagher of the Frank Porter Graham Child Development Center of the University of North Carolina. A report of this conference, *Talent Delayed/Talent Denied,* is now available from the Foundation for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

3. Early in 1974 a group of New York foundation executives participated in three seminars devoted to the current state of the art in educating the gifted and talented. The organizer of the seminar programs was Scott McVay, Executive Director of the Robert Sterling Clark Foundation. At the third seminar, Jane Case Williams, Deputy Director of the Office of Gifted and Talented, US Office

of Education, presented the results of inquiries made to a wide variety of theoreticians, researchers, university professors, administrators, developers of community programs, consultants in state departments of education, executives of national organizations, federal officials, and educators of the gifted and talented. As viewed by the 78 respondents in this study, the areas of greatest need in education of the gifted disadvantaged are:

- *Coordination of resources on a national scale:* An information base, better communication, and cooperative attitudes are among necessary preconditions.
- *Development of leadership by individuals and institutions:* Finding and helping more individuals with leadership potential; finding ways to enhance the leadership of institutions.
- *Services, especially community related services for the gifted:* Needs of children and youth in less affluent communities; special needs of minority youths.
- *Training of personnel, including parents, to work with the gifted:* Attitude change as a training outcome; training for parents of young children; inservice work for teachers and administrators.
- *Research, especially on other than academic identification techniques:* Development of multiple criteria for talent; development of successful and economical programs for different kinds of giftedness.
- *Arts and humanities as both process and product for the gifted:* Critical gaps are noted in federal programs and in schools serving minority youth.

Interest in these findings and in sample projects which Mrs. Williams described was shown by a number of the foundation executives. Conversations are continuing about specific efforts which could be initiated with support from the private sector. A copy of her report, *Gifted and Talented: The Role of the Private Sector,* is available from the Office of Gifted and Talented, US Office of Education, 7th and "D" Streets, Washington, D.C. 20202.

4. In an effort of the National/State Leadership Training Institute on the Gifted and Talented to gather fresh data or possible directions for future development of the effort to educate the gifted and talented, a national planning conference, *Raising Consciousness of Key Publics About the Needs of Gifted and Talented,* was held in early December, 1974, in New York City. Representatives from several nationally based associations, including The American Association for the Gifted, The Association for the Gifted, the National Association for Gifted Children, the Education Commission of the States, the US Office of Education, and the sponsoring LTI, gathered to discuss organizational cooperation toward common goals. A report of this conference has been prepared by Thomas Olson of the Northwest Regional Educational Laboratory.

A Missing Element: Higher Education

While individual faculty members from a few institutions are playing leading roles in some of the work mentioned above, for the most part, institutions of higher education are not active in the training of teachers for the gifted and talented, nor are they producing the graduate level specialists who could take leadership positions. At present fewer than 12 institutions of higher learning in the United States offer graduate degree specializations in the education of gifted and talented children. The contributions of higher education which have proven so significant in the improvement of the lot of the handicapped and the retarded indicate a potential for similar improvement of services and programs for the gifted. As is the case with many existing university programs devoted to special education, it may well be that federal support for gifted and talented will be required to prime the pump.

In the meantime, more effort can and needs to be made in the form of college and university sponsorship of institutes, demonstration workshops, and inservice training programs. University libraries, university affiliated teacher training resource centers, and media centers can be augmented to include more program and curricular resources for local distribution and use, in lieu of full-fledged degree programs which are costly to establish and sustain.

Other Federal Initiatives

ERIC Clearinghouse on Handicapped and Gifted Children

The ERIC Clearinghouse on Handicapped and Gifted Children is operated by The Council for Exceptional Children (CEC), Reston, Virginia, on a contract from the National Institute of Education. CEC has fulfilled this function since 1973, and the Clearinghouse itself functions as an integral part of the national network of sixteen ERIC (Educational Resources Information Center) Clearinghouses, addressing the informational needs of the education community. As part of its mandate, the clearinghouse prepares and disseminates bibliographies on all areas of gifted education, short papers on timely topics in the field of gifted education, and

extensive papers dealing with substantive informational needs (such as the one you are now reading).

The aims of the clearinghouse have been broadly defined as:

1. To institute and maintain a broad, generalized process for identifying and documenting resources in gifted and talented child education which will include, but will not be limited to, the following types of information.
   a. Literature.
   b. Curricular material.
   c. Exemplary programs and practices.
   d. Human resources.
2. To respond to inquiries for information on the gifted and talented from agencies and individuals.
3. To identify, develop, and deliver information materials in print format which are related to anticipated system needs, e.g., general information brochures; systematic information update for Office of Education regional offices, state education agencies, local education agencies and other program managers; materials for workshops and seminars conducted by the National/State Leadership Training Institute on the Gifted and Talented.

An analysis of 7,536 inquiries processed by the clearinghouse in 1974 revealed that 15.4% related to the education of the gifted and talented, the remainder being distributed among other categories of handicapping such as visually, aurally, and speech handicapped, learning disabled, and so forth. The overwhelming cry from the field has been for information in general ("Please send me all, more, anything about the education of the gifted and talented. . ."). The next highest categories of information sought have been related to bibliographies of ERIC abstracts and information on teacher training and programing. Creativity is also beginning to receive more attention.

Telephone interviews used as part of an analysis of clearinghouse services conducted in January of 1974 revealed that over 50% of those contacted were satisfied with the services they received. Suggestions for improvement included: (a) more program information, with samples of actual materials, and (b) expansion to include information on parent groups, scholarship and financial aid, and information on films for classroom use.

Interstate Projects

As noted in action step 4 in the Commissioner's Report, Title V of the Elementary and Secondary Education Act has provided funds for strengthening state agencies. A portion of the funds is reserved for cooperative projects involving several states. During May, 1974, the Division of State Agency Assistance, Office of Education, notified the states of three projects with total funding of more than $200,000 to improve state agencies' services to the gifted and talented through activities involving interstate cooperation. By providing technical assistance to these projects, the Leadership Training Institute will have opportunities to work with 12 states which have not been represented at their national summer institutes at Squaw Valley or Wilmington.

Conclusion

These then are some of the current efforts to expand special education of the gifted and talented in this country. It is hoped that they are just a start, the first of many encouraging signs appearing on the gifted and talented horizon.

As a final example of these exciting developments, let me close with a quotation from a recent report (*Report on Education Amendments of 1974 of the United States Senate Committee on Labor and Public Welare,* March 29, 1974) to illustrate the current thinking of Congress on this subject. The paragraphs in the report from which these extracts are taken were used to introduce a summary of the provision of Section 405 of the Senate version of the extension of the Elementary and Secondary Education Act, which provides statutory authority for the Office of Gifted and Talented in the Office of Education and for a National Clearinghouse on Gifted and Talented Children, as well as making provision for program and training grants.

Section 405 was part of the education legislation passed by the US Senate on May 21, 1974, by an 82 to 5 vote. The report stated:

> It has been observed that gifted and talented children are the most neglected minority in American education today . . . Systematic efforts must be made to identify, nurture, and cultivate the demonstrated and potential talent existing in every walk of American life.

A Backward and Forward Glance at the Gifted

Abraham J. Tannenbaum

A SOCIAL critic once compared America to a rocking chair, always in motion but going nowhere. As cruel and fanciful as this characterization may be, it suggests something of the constant to and fro movement with which we approach and retreat from our deepest concerns. We thrust forward and confront a national problem, stay with it for a while, and then move backwards as though we've lost interest before we've even found a solution, only to return once again another day. Such has been the case in our dealings with the education of the gifted. After nearly a decade of waning attention to the needs of able children and youth, today's educators seem prepared to revive the old enthusiasm for excellence that flashed for four or five years after Sputnik.

About three years before Sputnik, I joined the newly formed Talented Youth Project at Teachers College, Columbia University, and collaborated with its director, A. Harry Passow, in a search for durable programs for the gifted. We wrote to about 100 schools that had been singled out, because of their special enrichment practices, in a national survey published in 1941. Our intention was to learn about developments in these programs, particularly the mistakes and refinements that had been made over the intervening thirteen years, and to pass on the benefits of such information to schools interested in initiating their own programs. Unfortunately, none of the respondents had anything to report. Every school had long since dropped its programs, usually because the key people responsible for inspiring and directing them had long since departed from the scene, as had the funds needed for the extra support.

This article originally appeared in the February 1972 issue of **The National Elementary Principal,** *a publication of the National Association of Elementary School Principals, National Education Association of the United States. It is reprinted here with permission with only minor editorial changes.*

This modest but abortive investigation taught us a lesson that has been reinforced over and over again ever since: namely, that special provisions for the gifted are primarily luxuries rather than necessities in the educational enterprise. Whenever schools can afford to introduce some kind of enrichment, it becomes icing on the curriculum cake, not a part of the cake itself. As a result, despite repeated distinctions educators make between equality and sameness of educational opportunity, the gifted get their fair share of stimulation at school only when there is enough money to pay the bill and their cause is supported by public figures whose opinions command attention. In fact, a school's failure to challenge able pupils to the limit of their abilities could hardly stir up the general indignation or legal action that would result if the victimized children had some kinds of learning handicaps.

With the launching of Sputnik into orbit in 1957, there was a sudden outpouring of widespread interest in the gifted. The Russian gambit damaged America's self image as a world leader in technology, and the nation became conscience stricken over its failure to produce sufficient high level manpower to meet the threat of its ideological and cold war adversary. Public education was singled out as the scapegoat, much as the Pearl Harbor military had been when America was caught napping at the time of another kind of surprise enemy attack. Educators turned their attention to earlier warnings by academicians who were appalled at the plethora of so-called Mickey Mouse courses in the public schools, which made few demands on pupil intellect and allowed the gifted to coast through their studies understimulated and poorly equipped for leadership in a modern industrial society (Bestor, 1953).

Similar sentiments were expressed by Admiral Hyman G. Rickover, a special kind of military hero who achieved fame for fathering the first atomic submarine rather than for bravery in com-

bat (Rickover, 1959). As a symbol of the link between national security and science and technology, Rickover added a strong note of alarm when he warned that the nation's position in the world would be endangered unless it raised its educational standards, particularly for the gifted. There was hardly room for counterargument: Manpower surveys showed that only half of the top 25% of high school graduates went on to earn college diplomas and that only 3% of those capable of earning Ph.D.'s actually did so (Wolfle, 1954).

The perceived threat of Russian superiority in stockpiling sophisticated human resources, together with exposés of how America's gifted children were being all but neglected at school, produced a massive response to correct the inequity. Enormous public and private funds became available for crash programs in pursuit of excellence, primarily in the fields of science and technology. Academic course work was telescoped and stiffened to test the brainpower of the gifted. Courses that had been offered only at the college level began to find their way into special enrichment programs in high schools and even elementary schools (Tannenbaum, 1962).

There also appeared a rich outcropping of honors curricula, radically different from previous offerings and eventually affecting the educational diets of the nongifted as well. Most important, it became virtually unthinkable for a gifted child to bypass the tougher courses in favor of the less challenging ones that easily yielded high grades but little of substance. It certainly was no time for youth to do their own thing or to enjoy the privilege of doing nothing. Instead, they were brought up in a period of total talent mobilization, requiring the most able minded to fulfill their potentials and submit their developed abilities for service to society.

Although the growing efforts on behalf of the gifted were generally scattered and uncoordinated, the new need for school programs comprehensive enough to accommodate human diversity without shortchanging the gifted was codified in a report by a renowned public servant, James B. Conant, a former president of Harvard University who had gone on to become US High Commissioner of Germany and then ambassador to that country. The report, entitled *The American High School Today* (1959), recommended a rigorous program that was compatible with the popular sentiment of that era, and the author's personal reputation helped him gain a wide audience of opinion leaders in education.

The high school was becoming the scene of a national talent hunt comparable in scope and vigor to the search for promising athletes. Once identified, the gifted student would undergo special counseling and exposure to an enriched curriculum in preparation for recruitment into a major college where he could continue on to advanced studies. Few efforts were spared in learning how to bring his talents to fruition. Universities and school systems researched the relative efficacy of special curricular and administrative procedures, the possible causes and cures of academic underachievement, the problems of measurement and prediction, and the effects of various social climates on school achievement. So rapid was the buildup of professional literature in the field that one writer claimed there were more articles published in the three year period from 1956 to 1959 than in the previous 30 years (French, 1959).

Despite the post-Sputnik flurry of activity, hindsight suggests that some unfinished business has remained to haunt us ever since. For one thing, the idea of special provisions for the gifted never really entered the bloodstream of American education. Instead, gifted children were considered ornaments to be detached and discarded when the cost of upkeep became prohibitive. Then too, the fervor with which guidance counselors ushered gifted youth into science programs backfired to some degree as large numbers of these students switched their academic majors by the time they reached the sophomore year in college, and many who did stay on to pursue the careers mapped out for them became victims of the shaky fortunes of the aerospace industry. On the other hand, little more than lip service was paid to the needs of the special breed of students not gifted academically but possessing exceptional talent in the arts, mechanics, and social leadership. Whatever work was done in defining and measuring creative productivity remained in the research laboratory. Few people attempted to develop ways of cultivating this kind of mental activity and translating it into curriculum sequences.

Finally, the national talent hunt failed to penetrate the socially disadvantaged minorities whose school achievement records were well below the national norm and whose children with high potential were much harder to locate because their environments provided too little of the requisite encouragement and opportunity to fulfill whatever promise they might have shown under other circumstances. A notable exception to this general neglect of talent among the underprivileged was the much celebrated P. S. 43 project in New York City, which was later expanded into the even more widely heralded Higher Horizons Program (Landers, 1963). But these efforts were

shortlived, coming to an end when a subsequent evaluation revealed no special accomplishments in the program, perhaps due to an underestimate of costs, personnel, curriculum planning, and just plain hard work needed to duplicate on a much larger scale the earlier successes of P. S. 43 (Wrightstone et al., 1964).

By the early 1960's, national attention was beginning to turn to the civil rights movement. Alleviating the plight of the inner city ghettos became a *cause célèbre* soon to be near the top of the list of America's priorities. Grave social injustice was seen in the way ghettoized masses suffered from racial inequality, and the only hope for rectifying the situation was an enormous public investment in upgrading their education, housing, and employment opportunities. Schools could no longer afford the luxury of investing extra funds in provisions for the gifted. Moreover, the socially disadvantaged were poorly represented in special programs for the gifted, so conventional means of identifying highly able children were condemned as discriminatory. The IQ test, a major instrument for assessing academic potential ever since Terman initiated his monumental studies of genius in the early part of the century, came under heavy attack for being biased against some racial minorities and the socioeconomically depressed. Many schools discontinued the use of thest tests, ignoring the arguments of some educators (Lorge, 1953; Tannenbaum, 1965) that the instruments per se are not prejudiced but merely reflect the biases of the society by assessing potentials of children growing up in a system that fosters human inequality; therefore, eliminating the tests will accomplish nothing if the system is not corrected.

The decline of attention to the gifted in the 1960's is evident in the contrasting number of professional publications on that subject at the beginning and end of the decade. The number of entries under "Gifted Children" in the 1970 volume of *The Education Index* was less than half the number in the 1960 volume. It would seem, therefore, that the country was exchanging one fad for another much as it changes its clothing styles and other habits.

But the situation was not nearly so simple. What may have been operating instead is democracy's perennial dilemma over championing excellence and equality simultaneously (Gardner, 1961). By leaning too far in the direction of excellence, the country is in danger of creating a special kind of elitism out of meritocracy; by leaning heavily in the direction of equality, it easily loses sight of real human differences and ignores outstanding potential rather than offering special privileges for its cultivation. At this point in history, any neglect of the principle of equality can tear the nation apart from within; neglect of our need to build the largest possible reservoir of excellent human resources can make us vulnerable to attack from without. There is always the danger that the pursuit of excellence can only be accomplished by a retreat from equality, and vice versa. Thus, we rock back and forth between the two in order to show how reluctant we are to neglect either for too long. The most serious task facing us today is to place both goals in the same direction so that they can be pursued with equal vigor at the same time.

There are now unmistakable signs of a revival of interest in the gifted, but it remains to be seen whether it will be at the expense of commitments to the socially disadvantaged. Probably the biggest boost came from a 1970 Congressional mandate that added Section 806, "Provisions Related to Gifted and Talented Children," to the Elementary and Secondary Educational Amendments of 1969 (Public Law 91-230). This document expressed a legislative decision to include the gifted and talented students among those benefiting from Titles III and V of the Elementary and Secondary Education Act and the Teacher Fellowship Provisions of the Higher Education Act of 1956.

The target population was defined as the upper 3% to 5% of school age children who show outstanding promise in general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability.

In response to the mandate, Commissioner Marland issued a report of his findings and recommendations that set the stage for doing something significant about the deteriorated condition of programs for the gifted (Marland, 1971). He estimated that only a small percentage of the 1.5 to 2.5 million gifted and talented school children are benefiting from existing school services and that such services have low priority at virtually all levels of government and school administration. Furthermore, even in those localities where there are legal or administrative directives for providing special services, little is accomplished due to other funding priorities, more threatening crises, and the absence of adequately trained personnel. Clearly, Marland saw the gifted as a deprived group whose talents are in danger of serious impairment unless appropriate intervention strategies are planned. He therefore declared his intention to initiate a series of major activities at the federal level with the hope of inspiring and pressing for more commit-

ment on behalf of the gifted throughout the nation's schools.

The revival of interest in the gifted should not be interpreted simply as the restoration of post-Sputnik sentiments and programs for promoting excellence. Aside from the fact that it would be impossible for us to recapture the past even if we wanted to, the chances are that such an attempt would be foolish and wasteful. A great many changes have taken place in our social climate over the past fifteen years, and the kinds of excellence that we think are needed today appear quite different from those thought necessary at a time when our major fear was that the Russians would surpass us in aerospace exploits and modern military hardware.

Judging from the little that we know about gifted high school graduates in the late 1950's, they were probably unlike their earlier counterparts in Terman's group, who were followed since their childhood in the early 1920's into middle age. Whereas the Terman adolescents were more often attracted to academic majors and careers in the social sciences than to any other studies (Terman et al., 1947), the Sputnik generation of able teenagers gravitated primarily to the natural sciences and engineering (Nichols & Astin, 1965). It isn't easy to fathom what the present-day educational diet ought to be for gifted youth, but any assessment of our youth culture and the world in which it lives would indicate that the major emphasis of school enrichment cannot be simple carbon copies of those in the past.

It would be naive to force our so-called Now Generation into a characteristic mold as if it were homogeneous in any way. Young people are as diverse today in their values, habits, and aspirations as they have ever been in the past. Yet, they seem to be expressing certain distinctive moods that make it not only difficult but near presumptuous to define talent along traditional lines. For many years, consuming or producing knowledge was regarded as a human virtue, particularly if it helped conquer nature in order to make man's life more comfortable. There was hardly much doubt that gifted children would derive great personal satisfaction and a certain measure of power and freedom if they became highly knowledgeable. More recently, however, some of the glamour has become tarnished. Significant segments of campus youth began to sour on knowledge factories, and Marcuse, one of their most influential, though not so young, spokesmen, warned about the mechanizing, denaturalizing, and subjugating impact of knowledge (Marcuse, 1964).

There may indeed have been something dehumanizing about the way we treated talent in the not so distant past. Our approach to the development of precious human resources was not much different from our handling of natural resources. Just as we mine and drill for vital raw materials below the earth's surface, we developed elaborate testing programs to locate promising young brains. We then proceeded to educate, counsel, and typecast our able students to fill needed roles in the brain pool in much the same way that we refine, package, and sell our natural resources to the highest bidder. One process is as impersonal as the other to students who resent being exploited by a society that takes a utilitarian view of individual skills.

The situation is aggravated by the growing strain between the social system and many of its youth. Large numbers of gifted students resent being groomed to service the critical requirements of a state they consider guilty of aggression abroad and oppression at home. There is no doubt that the Vietnam war and racial strife have dampened allegiance to the flag at schools and campuses throughout the country. It has reached the point where students (and some faculty) are willing to retard certain kinds of scientific progress if they serve the interests of national defense. Witness the powerful protests against university based research sponsored by the military.

To a great extent, the school world has mirrored the strife of the larger society. In both school and society, young people are being led by some of their most gifted peers against entrenched establishments. There are the nonviolent malcontents groping for new meaning in their lives, and there are the militants who want a piece of the old action with themselves in the seats of power. The latter group can't wait to taste the privilege and independence usually reserved for adulthood and are willing to fight the older incumbents to make their presence felt. They are the ones who storm the offices of college deans and school principals to insist on a greater voice in the governance of their educational experience. Their struggle, in short, is to get in. The malcontents, on the other hand, want out. They, too, see themselves as victims of a world that threatens to suffocate rather than nurture the individual, but their response is a refusal to play the game by traditional rules, a willingness to withdraw from the rat race, sometimes with the help of drugs or some brand of bohemianism. The gifted among them are either school dropouts or charter members of free universities engaging in their own version of relevant education.

If there is a difference between disaffected youth today and their counterparts in the past, it is pro-

bably the extent to which they have carried their message. As one observer remarked, "The key difference between the Berkeley riots of 1964 and the Columbia crisis of May 1969 is that in the pre-Columbian case the major impetus for unrest stemmed from the perceived abuse or misuse of authority ('Do not bend, fold, or mutilate'), whereas the later protest denied the legitimacy of authority" (Bennis, 1970). One might add that when attention is called to the *misuse* of power, it is an expression of protest, but when there are doubts about the *legitimacy* of power, it is a sign of revolution.

The revolt is not only against institutions (educational or otherwise) and their leaders, it is also against a tradition of rationalism that has sanctified ivory tower scholarship. When Columbia rioters willfully destroyed a professor's research files, the act may have carried a message that goes beyond ordinary vandalism. It seemed to imply that all the work invested in accumulating those files was a waste of the professor's talent, which ought to have been dedicated to building a better society rather than dabbling in esoterica. And to make matters worse, the educational establishment expects its brighter students to follow in the footsteps of professors like him.

Even the sciences have come under closer scrutiny than ever for their influence on the human condition. Sputnik-age gifted were bombarded with the message that a lifetime devotion to achievement in science was not only in the interests of the state but of mankind in general. Such pursuits had their own built in ethic, that any efforts at solving the mysteries of the universe deserve the highest commendation because they attest to man's divinelike power of mastering his environment and creating his own brand of miracles in it. Now we are told that man's science is as fallible as he is himself. Among the most vocal critics are the environment-minded scientists who warn that, in our enthusiasm for conquering nature, we may be destroying ourselves in the process unless we impose restraints on such activity (Bereano, 1969).

Perhaps the best-known writer to forecast doom if science continues on its present course is the biologist Barry Commoner (1966) whose *Science and Survival* has had wide circulation and influence. Commoner takes the ecological point of view that the elements of nature are integrated but our knowledge of these elements so limited that we don't see their connectedness. Expressing deep concern about science's preoccupation with the elegance of its methods rather than the danger of its products, he directs much of his fire at the polluting effects of such symbols of technological giantism as nuclear testing and industrial waste. He acknowledges the brainpower needed to enrich scientific thinking, but he warns that "no scientific principle can tell us how to make the choice, which may sometimes be forced upon us by the insecticide problem, between the shade of the elm tree and the song of the robin" (p. 104). With such caveats, it may be difficult to convince gifted children that a life dedicated to science is the kind of high calling it once was unless closer links are made between the intellect and the conscience.

The recent upheavals in the academic community and the exposure of sacred cows in the scientific world raise serious questions among young people as to whether they ought to funnel their psychic energies into a life of the mind. Many are attracted to the sensitivity training movements, which tell them that "talking is usually good for intellectual understanding of personal experience, but it often is not as effective for helping a person *to experience*—to feel" (Schutz, 1967, p. 11). Accordingly, man should not be seen simply as a thought machine but rather as a complex biological, psychological, and social animal who can fulfill himself through all of these dimensions of his being. Every part of the body has to be exercised to its fullest potential, which means building up the strength and stamina of its muscles, its sensory awareness and aesthetic appreciation, its motor control, and the gamut of its emotional and social feelings. Inhibiting other aspects of self for the sake of the intellect amounts to robbing life of its multidimensionality, so the task of the individual is to make something of all his capacities, even if in so doing he cannot make the most of any of them. What emerges is a brand of anti-intellectualism that places the mind in some kind of human perspective rather than discrediting it entirely. It may also signal a partial decline of the familiar controlled, achievement oriented youth culture and the ascendance of an emancipated, awareness oriented youth faction that has won the allegiance of many gifted individuals. To depict the change more clearly, it is useful to adapt Bennis's paradigm for trends in America's cultural values:

Achievement Oriented Youth		Awareness Oriented Youth
Self advancement	v.	Self actualization
Self control	v.	Self expression
Independence	v.	Interdependence
Endurance of stress	v.	Capacity for joy
Full employment	v.	Full lives

Of course, the foregoing notes on changes in the youth culture are only speculations, but to the extent that they make sense, there is need to reassess the kinds of educational issues and research usually associated with the gifted. Questions about whether to accelerate, enrich, or group by ability, which aroused so much interest not so long ago, seem archaic and trivial in the 1970's. The same is true for the problems of underachievement, despite the enormous amount of scholarly time devoted to it over the years.

More important, these concerns make sense only for a school world powerful enough to manipulate the young lives of its gifted in the interest of a national talent hunt. But you can't hunt by the old methods if the target is sensitive to being dismembered diagnostically and his parts coded in a language that data banks can understand. It is bad enough to be reduced to a code number that denotes the characteristics of a live commodity rather than qualities in a human being; it is even worse to make such a self sacrifice at the behest of a social system that has lost most of its credibility among youth. Besides, the gifted young person who feels that the explosion of knowledge over the past quarter century has not brought us closer to utopia may resist the idea of devoting his life to learning on the ground that it isn't worth the sacrifice.

If faith in the advancement of knowledge is to be restored, it will have to be done with an understanding of what Commoner calls the "humane consequences" of knowledge. Therein lies the key to a new perspective on the educational needs of the gifted. It is no secret that superior young minds come to school uniquely sensitized to the problems of right and wrong. In her classic studies of children with IQ's above 180, Leta Hollingworth (1942) noted that the very gifted child often wonders about human destiny and problems of evil but feels powerless to resolve these problems.

In a similar vein, research on more moderately gifted children has shown that they possess an exceptional measure of social concern as evidenced by their idealization of humanitarian contributions (Martinson, 1961). Our problem is that we have never really capitalized on these qualities in our enrichment programs. Instead, we have tried to stay as neutral and value-free as possible, much to the dismay of many thoughtful young people who don't want their school experience to be so antiseptic. They may be trying to communicate some of this disappointment when they criticize education for being irrelevant.

It must be emphasized that the gifted are no better equipped to come to grips with the value dimensions of their studies than they are able to solve problems in non-Euclidean geometry without prior training. And it is unrealistic to think that the home, church, or community can provide sufficient training for one subject of study any more than it can for the other. Social concern has to become the context in which *all* studies are couched, or else gifted youth will be saddled with the question, "Knowledge for what?"

The recent push by young people to become a greater part of the nation's conscience suggests that they are indeed ready to explore the humane consequences of all aspects of their schooling. This readiness has to be fulfilled through careful planning and programing in a more serious way than ever before. Otherwise, we will succeed at best in producing a breed of technocrats who possess only a pragmatic view of how their talents should be used. Any enrichment program that reflects such a short sighted view of the nation's talent needs will probably never amount to more than another curriculum appendage to be discarded when our newly aroused interest in the gifted tapers off.

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Program Planning for the Gifted

Joyce M. Runyon

WITH the present concern in this country to develop and improve the education of gifted children, we need to strive to devise more effective programs and teaching procedures for these children. According to Paul Witty:

> We need the abilities of our brightest and most talented youngsters for more material progress. We are in a desperate race to see by what ideology our world will live. We believe, and rightly, that freedom and democracy are the only answers for modern man . . . We need the spiritual and creative leadership this country has to offer . . . We need strong and new solutions to age-old problems. We need diplomacy and brilliance to meet head-on the challenge of the twentieth and twenty-first centuries. We need the talent, the imagination, and the resourcefulness that only the gifted can bring to the solution of our problems and to the making of a better world.

Or we could accept the challenge as set forth in *The Coming American* by Sam Walter Foss:

> Bring me men to match my mountains
> Bring me men to match my plains
> Men with empires in their purpose
> And new eras in their brains.

If we accept the challenge to provide educational opportunities for the gifted, then we need to consider seriously the components of program development. The following program components should be considered: philosophy, characteristics of the gifted, identification, goals and objectives, teacher selection, communication, parent involvement and parent education, community resources, and evaluation.

Philosophy

A gifted child is usually endowed with outstanding intellectual and creative talents. These attributes may be nurtured and stimulated or stifled and repressed depending on the atmosphere in which the youngster at an early age perceives his world. Self actualization occurs when learning is relevant, self motivated, and valued by accepting teachers, peers, and family.

Educators bear the responsibility of knowing the total gifted child and need to understand personal needs and anxieties as well as achievement competencies in order to facilitate growth. We need to create a warmly responsive, nonthreatening climate in the classroom. We need to help others who are charged with educating these gifted children to understand and use teaching strategies involving higher thought processes. It becomes our responsiblity to prepare these future leaders for a rapidly changing world where facts become outdated before they are printed; where learning how to learn, how to adapt and change, and relying on process rather than static knowledge are highly significant factors in determining educational goals for the gifted and talented.

Does your philosophy of education support special educational programing for the gifted? If it does not, reassessment is in order. Gifted children are part of the public school program and educational provisions need to be made for them. Read your present written philosophy of education and see if it applies to the gifted as well as to the handicapped. Then perhaps you can approach your superintendent and school board

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Most of the material found in this chapter is taken from Florida's **State Resource Manual for Gifted Child Education**, *Department of Education, Tallahassee, Florida, August, 1973. The author heartily thanks the following contributors to this manual for the use of their material and writings: Mrs. Robertine Carleton, Coordinator for the Gifted, Palm Beach County, Florida; Mrs. Elsie Estroff, Coordinator for the Gifted, Polk County, Florida; Mrs. Blanche McMullen, Consultant for Career Education and former Elementary Education Consultant, Florida Department of Education; and Dr. Dorothy Sisk, Chairman of the Department of Human Effectiveness and Director of Training Program for Gifted Education, University of South Florida, Tampa.*

with something similar to what I did as a director of exceptional child programs.

Our philosophy included all children and talked about providing for all children, so along with the staff and the principals of elementary schools (general educators) and some of the other county supervisors, I prepared a project for the gifted to be submitted for funding. In the introduction it said:

> It is a self-evident truth that gifted children are children first and gifted second. In other words, whatever is appropriate for children in general will to a great degree be appropriate for the gifted. The aims of education for gifted children are not appreciably different from those for all children. They are dependent upon the ability, interests, and aspirations of the children themselves and on the needs of the society which the children will eventually serve. Any program for the gifted must stimulate positive attitudes, promote good work habits and encourage worthwhile purposes—which is what our county school system philosophy promoted for all children.

After this, I went on into the kinds of activities necessary for the gifted to meet this goa

Profile of Gifted and Talented Youth

From early childhood, gifted children give indications of superior intellectual ability. These children may walk and talk at an earlier age than other children and in other ways indicate they are more advanced for their age. They are more alert and learn quickly. On tests of scholastic aptitude these children score markedly above average.

The gifted child usually exhibits superior facility for:

Language

- Highly verbal.
- Advanced vocabulary.
- Reads several years above grade level.
- Superior communication skills.
- Creative manipulation of language.

He or she needs: Opportunities for optimal level use of language, e.g., discussion with intellectual peers, availability of appropriate reading materials, creative approaches to improving writing skills and communication of ideas, strengthening of research skills.

Conceptulization

- Keen insight into cause and effect relationships.
- Highly observant.
- Rapid mastery of and easy recall of facts.
- Creative manipulation of symbols.

He or she needs: Divergent, open ended teaching strategies; minimized use of rote drill; atmosphere of valuing uniqueness; self directed discovery.

Socialization

- Outgoing and friendly.
- Assumes leadership roles.
- Well developed sense of humor.
- Openness to others.

He or she needs: Opportunities to assume various roles in group interaction, increased exposure to people of diversified backgrounds, provisions for understanding self and heightened sensitivity to others, acceptance of nonconformity.

Productivity

- High physical and intellectual energy level.
- Self motivated to learn.
- High standards and goals.
- Prolonged attention span.

He or she needs: Varied and individualized opportunities for physical and intellectual involvement in learning activities, e.g., writing and producing plays, audio visual materials, games, and so forth; sharpening of technical skills, research and communication skills.

Gifted children will not possess all of the preceding characteristics to the same degree, but they will evidence most characteristics to a greater degree than other children.

Underachieving students are of major concern. These children often lack interest and motivation for academic subjects. For motivation of achievement, it is desirable to identify pupils with academic ability at an early age and plan carefully for their education.

Some students may have talents in areas other than the academic field—areas such as art, music, social relations, leadership, mechanical ability, and athletic skills. Creativity is another special ability which should receive increased attention in education. Students may be outstanding in some areas and average or below average in others. Identifying pupils with special abilities and talents and providing educational activities for them are of great importance in building a comprehensive gifted program.

The following constitute some of the more important characteristics of the gifted, with number 14 being highly significant.

1. They think logically and are able to grasp large concepts.
2. They see relationships and deal with abstractions.
3. They are interested in words and language and often have rich vocabularies.

4. They are rapid learners.
5. They can concentrate on a topic for a long period of time and are self directed.
6. They enjoy reading and have a rich fund of information.
7. They create new ideas or new applications of old ideas and may be nonconformists.
8. They have a wide range of interests.
9. They have curious and inquiring minds and are frequent questioners.
10. They have the ability to express their thoughts both orally and in writing.
11. They have searching and open minds and a sincere belief in justice.
12. They have a positive attitude toward learning.
13. They are often self critical.
14. They manifest a keen sense of humor.

Identification

The identification of gifted students must be a process that reflects the goals, objectives, organization, and instructional design of the program. Emphasis should be on identification of these children at an early age, because gifts and talents not identified and reinforced too often fall prey to inappropriate educational experiences and become atrophied or even lost. The identification of children from minority or culturally disadvantaged groups needs to include a variety of criteria, both because of the environmental impact on test performance and because of the cultural bias of many intelligence tests. Marland (1971), for instance, stated that the measured intelligence of children declines when they are isolated or emotionally starved, as it does when verbal and nonverbal stimuli are lacking.

The following sequence is suggested for identifying the academically and creatively gifted and, to some degree, those excelling in leadership abilities, psychomotor abilities, and the visual and performing arts.

Nominations

Nominations for the program should reflect the educational philosophy of the district, goals of the program, definitions, and selection of criteria. Guidance counselors, specialists, community professionals, classroom teachers, principals, administrators, parents, and self referrals are sources for program candidates.

Screening

Weighted checklists may be used by teachers and principals for screening. Two examples of checklists are adapted from the Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students published in *Exceptional Children* (1971 p. 243) and The Scales for Kindergarten and First Grade Children plus the Talented Pupil Characteristics Scale developed by the Dade County Florida Public Schools.

Descriptive Case Study

After screening, a case study should be prepared to provide information from the following areas:

Academic history. This may be provided by an official transcript.

Testing information.*

A. Cognitive tests for measuring thinking
  1. Convergent thinking
    a. Achievement tests
      - California Achievement Tests (grades 1-8)
      - Metropolitan Achievement Tests (grades 1-12)
      - SRA Achievement Series (grades 1-9)
      - Stanford Achievement Tests (grades 1-9)
    b. Intelligence tests
      - Stanford-Binet Intelligence Scale (grades k-12)
      - Wechsler Intelligence Scale for Children (WISC) (grades k-10)
      - Peabody Picture Vocabulary Test (grades k-12)
      - California Tests of Mental Maturity (grades 4-12)
      - Slossom Intelligence Test (grades k-12)
  2. Divergent thinking
    a. Creativity tests
      - Torrance Tests of Creative Thinking (Verbal)
      - Torrance Tests of Creative Thinking (Figural)
      - Guilford's Tests of Creativity (Verbal, Figural)
    b. Intellectual maturity
      - Goodenough-Harris Drawing Test (Figural)

B. Affective tests for measuring feeling
  1. Convergent tests
    a. Character and personality
      - Early School Personality Questionnaire (grades 1-3)

*These tests have been used extensively in Florida and others may find them useful for identification. Their inclusion here should not be construed as an endorsement.

- Children's Personality Questionnaire (grades 3-6)
- Junior-Senior High School Personality Questionnaire (6-12)
- California Tests of Personality (grades k-12)

b. Self concept
- How Do You Really Feel about Yourself? (grades 4-12)
- Tennessee Self Concept Scale (grades 5-12)
- Self Concept as a Learner:
  Elementary Scale (grades 2-12)
  Secondary Scale (grades 7-12)

2. Divergent tests
- Barron-Welsh Art Scale of the Welsh Figure Preference Test (grades 1-12)
- Personality Rating Scale (grades k-12)
- Preschool Academic Sentiment Scale (k-1)

Interests, observations, and social-emotional adjustment appraisals. Examples of teacher observations, student self inventories, and other devices may be found in the following:

1. Rice, Joseph P., *Developing Total Talent,* Springfield, Illinois: Charles C. Thomas, 1970.
   p. 199, Interest-Performance-Capability Checklist
   p. 200, Physical Development Instrument
   p. 201, Social Development Scale
   p. 202, Emotional Development Appraisal
   p. 203, Parent Inventory
2. Williams, Frank E., *A Total Creativity Program,* Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1972.
   Volume I, *Identifying and Measuring Creative Potential*
   Volume III, *Teacher's Workbook* (lists and checklists of pupil thinking and feeling behaviors)
3. Meeker, Mary N., *A Rating Scale for Identifying Creative Potential,* RATE, Santa Barbara, California, 1971.

Personality Assessment. Use interviews.

Other factors. Add any other evidence that would aid a placement committee in making decisions about the child, e.g. home environment, peer relationships.

Placement

A committee composed of teachers, psychologists, and administrators should study and evaluate all the collected data. The committee then decides on acceptance of the child and on his placement in a given program, if selected.

Goals and Objectives

The goals for a program for the gifted should include:
- Providing a learning atmosphere which will enable the gifted child to develop his or her unique potential and exceptional abilities, particularly in the areas of decision making, planning, performing, reasoning, creating, and communicating.
- Providing an opportunity for the student to use initiative, self direction, and originality in dealing with problems.
- Providing a realistic environment for goal setting in which the student accepts responsibility as evidenced through the selection of projects and programs of study which are designed to aid in the development and expansion of both cognitive and affective skills and which broaden fields of personal reference.
- Providing activities which incorporate a multimedia, multilevel, interdisciplinary approach; in other words, activities which facilitate the transfer of learning across artificial boundaries.
- Providing an opportunity for relationships and experiences which will expand experiential horizons, produce larger goals, and assist the student in gaining a sense of personal responsibility and intellectual freedom.

The objectives for the leaders of programs for the gifted should include:
- Developing a framework for the identification of gifted children.
- Developing information for educational staffs regarding gifted children.
- Developing ongoing components for staff development of current and aspiring teachers of the gifted through such instrumentalities as inservice training.
- Developing community programs geared to the understanding of the goals of gifted education and the needs of gifted children. These programs should include parents, community leaders, and other professional persons.

Teacher Selection Criteria

Special characteristics are needed for teachers of the gifted. These include creativity in thinking, in classroom management, in teaching strategies, in using materials, in planning educational experiences, and in use of community resources; organizational skills in curriculum, in locating and working with community resource people, in

using physical environments, and in classroom management; enthusiasm for the learning process, for the individualization of learning, for the development of a gifted program, and for creativity in teaching and learning; warmth and sincerity in accepting and encouraging individual differences and nonconformity in gifted children, for fellow professionals and colleagues, and in working with parents; knowledge in the area of gifted children (their needs and characteristics), in one field or area of expertise, in the problem solving methods used to relate various fields, in broad areas or disciplines, and in teaching strategies specifically geared to the gifted; flexibility in using the physical environment, in using a variety of materials and equipment, in structuring and restructuring interest and learning groups, and in modifying lessons to capitalize on opportunities for spontaneous learning; resourcefulness in locating supplementary materials, in identifying resource individuals, and in locating sites for meaningful educational experiences.

Specific objectives for teachers of gifted children will include opportunities for students to:

- *Acquire independence* as demonstrated by (1) accepting responsibility for their own learning; (2) intrinsic motivation; (3) initiative; (4) flexibility; (5) resourcefulness; (6) persistence; and (7) making value judgments.
- *Demonstrate development of affective skills* by (1) acceptance of self; (2) maturity in accepting responsibility; (3) respect for others; and (4) willingness to participate in groups.
- *Demonstrate ability to plan* by (1) self directing their activities; (2) making their own choices; (3) setting their own goals; (4) organizing their own time; and (5) finding and organizing materials of their own choice.
- *Implement creative thinking* as exemplified by (1) generating their own ideas; (2) seeing many aspects of one thing; (3) making generalizations; (4) applying ideas; (5) predicting from present ideas; and (6) stating insight.
- *Implement critical thinking* as exemplified by (1) making their own investigations, differentiations, and associations; (2) analyzing and synthesizing ideas; (3) interpreting, applying, and developing concepts.
- *Evaluate themselves* regarding (1) use of their time; (2) realization of reaching goals; (3) reflecting, considering, and reviewing; (4) making judgments on products, contents, and processes; and (5) satisfaction with decisions.

The Educational Policies Commission of the National Education Association has recommended that teachers of the gifted have "superior intelligence; a rich fund of intelligence; a rich fund of information; versatility of interests; an inquiring mind; ability to stimulate and inspire; modesty and a sense of social and professional responsibility; freedom from jealousy; freedom from excessive sensitivity to criticism; understanding of educational psychology with special knowledge of the psychology of gifted children." Just as certainly as the quest for these attributes will be difficult, it will be a most rewarding one in terms of the program's ultimate success.

Underlying the specific goals in teaching gifted children is the need to release their creative energy. In order to do this, the teacher must seek ways of modifying the program of studies to give these children greater opportunities for creative work. He or she must provide a rich environment for independent efforts in science, art, music, and any other field into which the abilities of gifted children lead them. They must be given opportunities to work together in groups, so that they may acquire the skills of working with others toward common goals. The teaching must involve less repetition than is necessary with average children; rote learning must be replaced by thought learning. Meanings, relationships, and skills in building concepts should be stressed. Rather than being content with superficiality, the gifted must be shown the importance of underlying concepts, assumptions, backgrounds, and foundations. Perhaps most important, the gifted need especially to learn to do research and to conduct personal inquiries.

In general, the characteristics sought in teachers of the gifted are the same ones which make good teachers for any children, but to a heightened degree, above the average. Not every teacher is cut out for working with gifted children. Not all are equipped to do so. What is required above all are motivation, enthusiasm, and the desire to work with this type of child.

Communication

Communication is a vital element in any successful school program; however, it becomes even more important when a special program with a selected group of children is being developed. Open, two way channels must be maintained with parents, administrators, and classroom teachers.

Parents

Parent support and cooperation are inherent elements in a successful program for gifted children. Parents of eligible children should be informed as

to plans and programs before their child enters such a program. A systematic and organized method of reporting student progress and participation should be developed and employed. "Grades" in the conventional sense are insufficient to this task. Parents should also be encouraged to use their talents in the classroom, and they should always be informed about any program change involving their children.

Most programs for the gifted have no designated fund for transporting children for field experiences. Parent involvement in such endeavors can result in additional benefits. Such participation provides the parents with an insight into program plans and goals, while simultaneously providing the needed "wheels" for moving children out into worthwhile community activities.

Parents often need continuing help in understanding and providing for their children. Accordingly, teachers need to encourage parents to talk about the home behavior of their children and, in turn, share the performance of the gifted child at school with the parents. This close cooperation of the home and the school will become an important factor in helping gifted children to use and develop their abilities. Parents share with the school an important responsibility in helping the gifted child to achieve his maximum potential. Some of the ways in which parents can supplement and extend the school program are:

1. Share an interest in reading with the child. Read and discuss with them the books they are reading; be sure they have a library card and perhaps a museum membership, with many opportunities to use them.
2. Encourage originality. Help the child make his or her own toys, projects, or models from wood, clay, or other materials.
3. Encourage questions. Help the child to find books or other sources which can provide answers rather than attempting to answer all of the questions. Directing the child to resources will also stimulate additional questions.
4. Stimulate creative thinking and problem solving. Encourage the child to try out solutions without fear of making mistakes. Help the child to value his or her own thinking and to learn from mistakes. Provide the child with encouragement to try again.
5. Foster good work habits. Help the child to plan his or her work and then follow up to ensure completion of the plan. This applies to daily tasks at home and in the community as well as to school work.
6. Find time for the family to talk together about the child's interests. Help the child work toward better self expression.
7. Take trips together to places of interest: museums, local businesses and industries, exhibits, fairs, government and community agencies.
8. Encourage a variety of experiences. Help the child to become interested in many activities and to develop hobbies, make collections, and the like.
9. Allow for some free time. Encourage the child to wonder, to engage in reflective thought, and to appreciate the world around him. Too often we tend to regard wool gathering as wasted time. It may in fact be some of the most productive thinking gifted children do.
10. Be a real companion to the child. Explore and share each other's thinking. Enjoy the child and help make childhood a pleasant memory.

Parents should be asked to assist regularly with program evaluation. A questionnaire asking for open ended responses allows for valuable feedback. A parent organization can prove very helpful in pressing for legislation, informing community groups of program plans and needs, and giving support in a variety of ways. This organization should be affiliated with the state organization of the gifted (Florida Association for the Gifted, for example) and with The Association for the Gifted (TAG), which is a member organization of the national Council for Exceptional Children. (A listing of parent organizations may be found on p. 87.)

Administrators

The development of a program for gifted children should be established on the foundation of policies adopted by the local school board and appropriate for conditions in that district. An ongoing, successful program is more likely if the planning includes all administrative personnel from the superintendent to the individual school principals, particularly in cases where the school houses one or more teaching units.

Principals should be involved in decisions regarding curricular change. Regardless of how excellent an idea for innovative change may be, it should be implemented only if the principal views it as a worthwhile plan for improving the school's program overall. Evaluation of the program should also include the principal. Evaluation data and summary should be submitted to school administrators. In order to provide adequate leadership, the principal must be well informed about gifted

children in his own school and other factors relative to meeting their needs. The kind of leadership exercised by the principal will directly affect the program.

Classroom Teachers

Most programs for gifted children in Florida provide for a limited portion of the students' time to be spent in a resource room or enrichment center with a specially trained teacher or teachers. The majority of the students' educational time is spent with regular classroom teachers; therefore it is necessary for these teachers to be in close communication with the teachers of the gifted. Suggested ways for communicating with classroom teachers include:

1. Meetings
   - Teachers of the gifted may be invited to explain their program to total school faculties.
   - Teachers of the gifted may need to plan meetings for small groups of teachers with whom they share some educational responsibilities.
   - Telephone conferences may be arranged.
   - Individual conferences may prove helpful in some cases.
2. Written communication
   - Classroom teachers should be encouraged to visit programs that serve their children.
   - Parents who are certified substitutes and who have children in a gifted program may provide volunteer substitute service, to allow classroom teachers to visit gifted programs.

The gifted child represents a threat to some teachers. When this threat is coupled with having the child taken out of the regular classroom setting and spending some time with a specially trained teacher, the threat is compounded and requires careful and tactful handling. The problem of interpreting the right of children to deviate upward is very difficult. One of the recurring problems of teachers of the gifted may well be that of assisting classroom teachers to accept the gifted child and give him or her the freedom to explore and develop unique talents.

Parent Involvement and Parent Education

In the past, educators of the gifted have balked at involving the parents in the educative process. Those more courageous individuals who sought to establish a working relationship with parents found that parents often resisted suggestions by the "expert." As we can no longer afford the luxury of not enlisting cooperation between the school and parent, four important guidelines in the form of parental needs are suggested.

1. Parents need to be made aware of their importance in the educative process of the gifted. Before parents can be meaningfully involved with the gifted student and his teacher in the learning process, they must be brought up to date on the teacher's role in providing a responsive environment for fostering the development of giftedness. As soon as a child is involved in the gifted program, the initial contact with the parent should be one of establishing rapport and giving concrete information as to the child's strengths and weaknesses, followed by enumerating specific suggestions as to what can be done at home (e.g., hide the bean, look for visual clues in pictures, or enumerate items placed on a table, before and after blindfolding). During this time the parent should be notified of the next parent meeting for gifted education and urged to attend. After this initial informative contact with the school, the parent should leave with a feeling of being a valued and involved part of the educative team for the child.

2. Parents need to be given information concerning the specific nature and needs of the gifted. Being a parent of a gifted child can be both a trying ordeal and a pure joy, depending on various factors. These factors should be given to parents in straightforward input sessions. Parents can greatly benefit from seminars dealing with topics such as why gifted children sometimes do not function up to their potential (learning level may be too simple or too difficult; learning methods may be directly opposed to his mode of learning; learning may appear to have no reason to the child; learning may be taking place but with no opportunity to apply it; learning the information may be important, but the "doing" involved in securing an adequate grade, e.g., homework, may bore a gifted child).

3. Parents need to be involved in opportunities for building problem solving skills to form alternatives. The child study leadership technique lends itself well to working with parents of the gifted. In using this technique, the leader/educator, leader/social worker, or leader/psychologist quickly establishes rapport with the group and works toward identification of specific problems to be used in securing group alternatives. Initial input sessions can stimulate individual parents to identify a personal concern such as underachievement, thus allowing the entire group to function as a unit in securing multi-ideas that can be tried by the individual parent.

Three central ideas can be achieved quite early with parent groups in child study interactions: (1) *control*, (2) *support*, and (3) *involvement*.

That is, the parent must evidence to the child that he is in control and set realistic limits. The parent must support the gifted youngster in efforts to be creative, to assert himself, to explore—in essence, to grow. And lastly, the parent must be involved in the learning process of the gifted by providing a responsive environment consisting of materials, people, and ideas.

4. Parents need to be aware of the field of gifted education as well as involved in their own gifted child's education. When parents realize that the input of a gifted program can often upgrade education for an entire school, they begin to look toward the larger picture and become more "out-centered." At the same time, parents will in many cases ease the pressure that they have subtly been placing upon their gifted youngster, which often is debilitating. An active parent involved in total education will allow the gifted child personal time and will be a model for a social concern that is meaningful in helping the gifted child to establish his own values.

Community Resources

When considering enrichment of the learning experience for gifted students, educators wisely look beyond the confines of the school plant itself. Local community resources provide a rich and varied impetus for making education significantly more relevant. Matching gifted students with material and human resources in the community in turn increases the involvement and support of the community in its local school programs.

As usual, in educational endeavors we do not have sufficient money and people to do many of the things we would like to do; but in all communities it is possible to find talented and gifted individuals with special interests and abilities who will be glad to help with your program and who will truly enjoy working with gifted students. All you have to do is ask them. The same is true concerning the availability and access of material resources. Some suggested sources are:

1. Industry: Engineers, architects, chemists.
2. Local colleges and universities: Faculty offered enrichment classes for talented junior or senior high school students.
3. Special interest groups: Audubon Society, League of Women Voters, art guilds.
4. Professionals: Doctors, lawyers, bankers, professors, horticulturists.
5. City, county, and state officials and institutions.
6. Talented parents or faculty.
7. Students themselves.
8. Local service clubs.
9. Foreign student exchange.
10. Museums and libraries.
11. Vocational and technical schools.
12. Newspapers, radio and television stations.

Evaluation

Student Performance

Once a student is accepted into a program there should be a periodic diagnosis of the student in terms of capability, performance, interests, and motivation. The results, of course, would have a bearing on lessons and program evaluations. Examples of diagnostic and assessment techniques are:

1. Individualized conferences, counseling, and tutoring.
2. Group counseling.
3. Rap sessions, peer counseling, magic circle, and boundary breaking.
4. Psychological tests, examinations, and inventories.
5. Sociograms.
6. Systematic reporting for students, parents, and school personnel.
7. Aids for Assessing Pupils; Aids for Compiling and Diagnosing Pupil Assessments (Williams, 1972, pp. 1-16).
8. *A Guidebook for Evaluating Programs for the Gifted and Talented* (Renzulli et al., 1975).

Programs for the Gifted

The evaluation procedures for a program for the gifted should be in terms of the program's basic objectives. The evaluation design should collect data for program validation, followup, and modification of curriculum and pupil behavior. Examples for evaluating classroom climate and lessons are Teacher's Appraisal of Creative Problem Solving Lesson, Chicago Public Schools; and Checklist of Classroom Climate Variables for Promoting Creativity. Examples of teacher self evaluation instruments are Classroom Behavior Observation Checklist, Chicago Public Schools; A Checklist of Your Attitudes and Goals, Frank E. Williams; and Teacher Information Awareness Checklist, Frank E. Williams.

Suggested evaluation designs for gifted programs are Evaluation of Programs for Gifted, Palm Beach County, Florida Public Schools; Student Evaluation of Learning Center Program, Hillsborough County, Florida Public Schools; and Evaluation Scales for Differential Education for the Gifted, Ward and Renzulli. Descriptions of three evaluation models are presented in *Issues in Evaluation and Accountability in Special Programs for*

Gifted and Talented Children by Maurice J. Eash, University of Illinois at Chicago.

Assessment of Self Concept

The "How Do You Feel about Yourself?" inventory is an affective instrument consisting of 50 short sentences which can be used for children in fourth grade or above. It provides children four choices for each sentence, asking them to select the one which they feel is most nearly like them. It is an attitudinal or self concept scale of how children view themselves. This inventory may be duplicated for handing out to each child in your class. You might prefer, however, to write the sentences on the board or read them aloud to the class. If you do this, you should make up and reproduce your own answer sheet. Children should be instructed to choose only one of the four answers provided according to the way they really feel about each sentence. Responses are weighted and a total raw score of 100 points is possible.

You may want to give this inventory in the fall and again in late spring. In this way, as you work with and encourage children to be creative throughout the school year, you can discover possible modifications to their feelings about themselves. By comparing fall total scores or individual feeling scores with the same scores made on the inventory in the spring, you can begin to better understand children's feelings and how they change.

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Teachers for the Gifted

Maurice F. Freehill

We might find agreement that good teaching is *sine qua non* to education for all children and no less to gifted children. We would, however, find no equally unanimous definition of good teaching.

There are some who emphasize that gifted children are, after all, children and therefore share common needs and flourish in the same conditions which nurture others. Such a statement minimizes the multiconsequences of ability and talent but is appealing since it avoids a demand for educational adaptations precisely suited to gifted children.

In 1958, James Conant was a leading voice in American education. He wrote that the teacher for academically gifted children should possess in "exceptional degree some of the qualifications expected of all teachers: e.g., a good mind, broad intellectual curiosity, creativeness, energy, experience, enthusiasm, emotional balance and a deep interest in students as individuals" (p. 130). In the same period, Virgil Ward (1961) agreed that the teacher should have this general excellence with an additional four requirements: qualities characteristic of the deviant group, personality attributes suited to the stress of this special role, depth of insight with an accompanying philosophic perspective, and special studies in personality and clinical aspects of psychology.

A dozen years later, a survey of expert opinion reaffirmed the need for an excellent teacher with specialized approaches. Inference from studies of teachers and classrooms may also support the idea that there are special distributions of attributes and competencies suited to teachers of the gifted. Innovative teachers share the artist and scientist profile, with theoretic and aesthetic values above social and economic values and personal autonomy above affiliation (Martinson, 1972).

A study of classroom interaction in Illinois showed a crucial teacher effect "as initiator and determiner of the kind of thought processes expressed in the classroom" (Gallagher, Aschner, & Williams, 1967). Teacher effect was related to teacher questioning and reached its maximum influence on divergent thinking. Some efficient classrooms required no divergence, but they must also have failed to stimulate one of the most variable and significant among thought processes.

Characteristics of Effective Teachers

Judgments about gifted education tend to be arbitrary. Based on short term and fragmentary experience, they deal with unique outcomes that may be misunderstood or viewed as quite magical. Sometimes the outcomes are dismissed as either unimportant or inimical to the general concern.

Criteria for judging teachers of the gifted are found in surveys of student opinion, in expert judgments, and in byproduct findings from investigations into ability and its nurture.

Student Opinion

From the earliest reports on the Stanford Studies it was apparent that gifted children liked school and intellectual play. Their tastes reflected the intellectual qualities that had served as criteria for selection. Terman (1925) explained that they least liked subjects with low intellectual demands and found easier and pleasanter those subjects that made stronger demands on intelligence.

Graduates from the Cleveland Major Work Program mentioned sense of humor, encouragement of responsibility, knowledge of subject, firmness with fairness, understanding of children and enjoyment of teaching as desirable traits (Davis, 1954). A survey of Michigan secondary students also highlighted task oriented teacher traits (Dressel & Grabow, 1958). A third and later survey in New York City added personalized and interpersonal qualities such as vibrant personality and insight into students' emotional responses (Hildreth, 1966). Teachers nominated by secondary students in the Governor's Honor Program in Georgia had mean WAIS intelligence scores of 128, literary and cultural interests, a desire for personal intellectual growth, and exhibited student centered behavior (Bishop, 1968).

Goertzels and Goertzels (1962) reported that 400 eminent people retrospectively gave highest marks

to intimate teaching. They enjoyed being tutored whether the tutor was professional or not.

Gifted children support Goertzels' finding that a majority find primary school satisfying, but that only a limited number find nurture in high school. This effect has sometimes been attributed to increased departmentalization, narrowing of subject matter, and restriction of style variations. Friedenberg (1965) further suggested that secondary teachers are enemies of giftedness because they are filled with *ressentiment* stimulated by their own unfulfilled hopes for scholarly achievement.

Expert Opinion

As early as 1940, Carrol described the desirable teacher as modestly brilliant, avidly enthusiastic for learning, thoroughly competent in educational method, and devoid of jealousy or selfishness.

The expected degree of perfection is somewhat more reasonable in a statement by Gowan and Demos (1964). They listed the usual expectations for a teacher of the gifted and then added:

> While he differs but little from the foregoing portrait, he is perhaps less patient and more demanding, less soothing and more stimulating, less apathetic and more responsible and organizing, with a wider general background, subject knowledge, enthusiasm, and vigor. He is less threatened by bright children, more able to delegate tasks and allow children freedom to work on their own. He is less hidebound and conservative, more inclined to humor and introspection and acceptance of the new and unusual. He is not a genius but he is able to appreciate it. He is still growing intellectually and not above learning from his pupils. Above all he is capable of inspiring his charges to the best that lies within them and he is not afraid to train them to exceed his own work. (p. 392)

This statement summarizes much of the literature, with emphasis on intellectual style and relation to learners dominating the issue of intellectual level. Newland (1961) saw the major shortcoming among teachers, supervisors, and administrators to be lack of intellectual outlook and firm philosophy. Ward (1961) also sought something beyond academic competence and knowledge: a capacity to share with students qualities of intellect that are reconstructive, excited more with meaning and the structure of knowledge than with fact acquisitions.

From extended work with adolescents of the "creative intellectual type," Drews (1964) concluded that there was a need for a counselor-consultant kind of teacher able to combine intellectual-social nurture with developing personal insights. The ideal teacher would be intellectual and creative, sensitive, and skilled in interpersonal relations. He would encourage self directed learning and possess verbal skills suited to dialogue.

Expert opinion has not emphasized advanced degrees or amount of teaching experience, but it has advocated both selection of personal qualities and special preparation suited to confident interaction with gifted students (Martinson, 1972). There is a general conviction that over managed, impersonal schools or the imposition of a single learning mode will diminish divergence. If a classroom becomes distinctly rejecting or repressive, there will be observable developmental deficits (Torrance, 1964; Fabri, 1964).

Descriptions of desirable teachers include personal characteristics and preferred modes of thinking also used to describe creative people (Gowan & Bruch, 1967). Undoubtedly, not all creative persons would become good teachers, but effective teaching has at least significant overlap with creative work. In *Creative Learning and Teaching*, Torrance and Myers (1970) made a consistent case for teaching that is flexible, spontaneous, original, and intuitive. The teacher must be inventive and original to develop techniques, strategies, and methods that differ from the ordinary and maximize coexperiencing—a matter of *being* more than *acting on*.

Inference from Investigations

Studies of instruction may be expected to yield insights about teaching. Goodrich and Knapp (1952) analyzed student ratings and proposed a triadic grouping of qualities: masterfulness, warmth, and professional competence. From observation, student interviews, written descriptions of teachers, and a study of teachers related to student success in the Science Talent Search, Brandwein (1955) concluded that successful and stimulating science teachers had gone farther than average with their own education; were energetic in personal behavior, hobbies, community service, and professional interests; were sensitive to children; were master teachers; and took a role as parent surrogates.

Further study of Science Talent scholarship students reiterated a successful teacher profile as well trained, professional, permissive, and father figure (MacCurdy, 1956). A later study of 36 innovative physics teachers reaffirmed that on competence and self confidence they had more elevated scores than on teaching attitudes. They also demonstrated characteristics of the creative scientist or artist, high scores on autonomy as well as on theo-

retic and aesthetic values (Walberg & Welch, 1967).

At the college level there is a covariation of achievement with educational environment (Thistlethwaite, 1963). Optimum conditions for development in the natural sciences differ from those suited to the arts, humanities, and social sciences. Faculty warmth and informality appear to contribute in either academic realm, but nondirective teaching, curricular flexibility, student reflectiveness, and breadth of student interest are positively related to achievement in humanistic studies and negatively related to achievement in the natural sciences.

A nationwide study identified personal and teaching traits associated with facilitation or inhibition of creative research after the student achieves a PhD (Chambers, 1972). The subjects (chemists and psychologists) named graduate professors and, at this level, individual contact and consideration for creative work in others proved most important. There were significant differences between influential teachers of psychology and teachers of chemistry, both in preferred teaching methods and in personal relationships. Psychology professors who facilitated development of high potential were more relaxed, more informal but less likely to contact students outside class, and more dominant than their peers in chemistry. They were more concerned with the opportunity to do creative work of their own. They lectured less and depended less on texts. Consistent with findings at other school levels, the positive qualities are task related. Graduate students of human behavior are responsive to more complex and personalized relations, while chemistry students reflect favorably on supportive and persevering models.

Summary

Some qualities seem important but there is no adequate evidence of a single profile for effective teachers of the gifted. There are distinctions—some field related and others reflecting personal variance or uniqueness similar to the variance found among the students. Qualities that emerge as important include:

- Intellectuality: Some constellation of ability, culture, curiosity, and developed personal style.
- Understanding of and philosophic acceptance of human variability and the consequences of uniqueness.
- Creative characteristics such as inwardness, theoretic values, and capacity for intensity.
- Masterful teaching: Understanding and skills suited to the differential modes of learning (Martinson & Wiener, 1968); competence in promoting independent learning.
- Scholarly attainments and enthusiasms.
- Interest in personality with some skill in counseling and small group processes.
- Personal maturity or strength: Ability to appreciate, enjoy, and encourage unique accomplishments.
- Psychological complexity: Personal openness and use of various modes of thought.
- Energy, including energy for personal hobbies, community activities, or to exploit personal talent.
- Ability to work with resource persons such as counselors, lay mentors, and parents.

Broadening Concepts of Giftedness

Each age has its own preoccupations, its own way of organizing and seeing. A contemporary view has greatly enlarged the definition of giftedness, resulting not only in a less restricted but also in a less unitary concept.

Surely the term gifted was once related to success with catechetical method and a single textbook course that called for painstaking scholarship with personal attributes of obedience and memory. Surfacing in the 1950's was a powerful drive for excellence in the tool user. Gifted meant that one should be objective and razor sharp in the methodology of his specialty. A decade later, technology had been upstaged by concerns for social order and personal integrity. Truth was believed to reside in the person here and now; teacher and text authority were rejected along with a commitment to competitive accomplishment. The popular view of intellect shifted to restore or reincorporate subjective, sensual, and serendipitous elements that had been discounted in the era of rational technology.

At most, these are tonal differences or special foci of awareness. Nevertheless, the definition of giftedness in 1975 is often an amalgam, with values from self actualization and others from the expert methodological tradition. The merging comes by addition or enlargement more than by revolutionary reorganization. The definition is enlarged and probably less internally consistent.

There are further cultural distinctions in the definition of giftedness. From survey data, Torrance (1966) reported that German and Philippine teachers agreed that children should be industrious and not disturbing to others. There were disagreements as well; for example, in the Philippines affection and acceptance of elders' judgments were valued, but in Germany curiousity and independent judgment were preferred.

A second mode of broadening the concept has been to include multitalents and persons from a variety of backgrounds (Torrance, 1970). Attempts to identify disadvantaged or learning handicapped gifted children uncovered qualities and performance strategies previously ignored (Bruch, 1971; Stallings, 1972). Experience with teaching such children suggests, not that they should be reformed to fit some previous model of competence, but that they should be confirmed and encouraged in many of their natural strengths (Grossman & Torrance, 1973).

Contemporary definitions are further extended by inclusion of motivational constructs or traits. The idea that intellectual and emotional are oppositional energies has largely given way to the view that the most profound achievements are made, not by intellect alone or intellect compelled by feeling, but by intellect *with* feeling. Freud maintained that frustration accounts for unusual distributions of attention and energy. Correlational studies have also demonstrated reciprocal effects between personality and the specialty in which there is achievement (Cattell, 1945). While anxiety most often confounds complex and sensitive work, it is equally true that unusual accomplishment is accompanied by passionate caring, risk taking, and rejection of some former mode of behaving or seeing. Original work is necessarily personalized and idiosyncratic. Murphy (1963) wrote that we might expect no universal model, no basic invariable ingredient in original persons.

A broad perspective on giftedness increases the need for pluralism in teaching method and calls for teachers skilled in discovering abilities and able to help students integrate feeling and knowing.

Adapting Educational Views

Education for the gifted is influenced by theories and conflicts in the larger community. The teacher must select or integrate a set of guiding ideas from complex and often contradictory data. Experience and research provide reasonably secure instructional principles for learning isolated items, memorizing, and directing reactive learners, but they provide no equal guides for stimulating problem finding or sensitizing and guiding active learners.

A typical or example problem is one that engaged Herbart and Skinner on one side and Rousseau and Rogers on the other. It is the problem of priorities, with accomplishment versus self actualization as a goal, or content centered versus child centered methods of instruction.

Rogers (1969) saw teaching as relatively unimportant and overvalued. Because imparting knowledge is inefficient in a continually changing environment, Rogers placed emphasis on *process* with a learning facilitator. The qualities of a facilitator include personal "realness," empathic understanding, prizing, acceptance, and trust. The counseling viewpoint has been expanded into a total educational perspective called affective, personalogic, humanistic, or psychologic. This viewpoint has particularly strong acceptance in gifted education (Lewis, 1971; Lyon, 1974). Elements of it are found in the early "deformalized" approach used at Hunter College Elementary (Hildreth, 1952) or in the 1956 recommendations of Barbe and Frierson for process oriented teaching with the "learning-participant teacher."

Hughes Mearns (1956) achieved outstanding results using a teacher-clinician style to improve environment and thereby entice but not teach the creative spirit. Art teachers, in particular, have advocated a growth facilitating relationship, a process that allows intuitive wholeness or interaction of conscious and unconscious. The argument is that creative insight is inhibited by knowing what to expect or what to see before looking (Behrens, 1973).

The counterview holds that it is an error to confuse discipline with repression. On the contrary, proponents of this view contend that it is by perfecting gifts that instincts are refined and used. Liberation is available only to those who are prepared. Some shades of this viewpoint appear in writers who advocate instruction in the methods and sources of knowledge (Ward, 1961), in those who advocate task specific exercises or differential classroom experiences to develop different talents (Taylor, 1974; Anderson, 1973), and in the large number of people who use one or another taxonomy to organize instruction for individuals. Even more clearly, specialists in programed learning advocate direct instruction in selected aspects of thinking skill (Crutchfield & Covington, 1965; Covington, 1970).

The teaching act tests a hypothesis; it is a creative or artistic attempt to find the best trait-treatment relation. It may involve deliberation, but it surely requires spontaneous selecting and welding of ideas. To achieve this, the teacher must be deeply immersed in humanistic and educational studies. This goal is not reached by "exchange of recipe" or "show and tell" meetings. It calls instead for thoughtful and extended study.

Teacher Selection and Education

Under the most stringent definition there are a million gifted school children in the United States. A more inclusive but cautious estimate is 3 to 3.5 million with significant gifts of general ability

and/or specific talent. Many of these children are never discovered, much less understood or provided with appropriate developmental treatment in home or school. There is a need for many thousands of teachers sensitive to the needs of these children and able to respond effectively.

Teacher Selection

Should selection be emphasized above training? Ward (1962) said yes: "The nurture of deviant human capabilities is *not* an ordinary matter to be accomplished by ordinary persons and by ordinary means." For him the attributes include a special quality of discourse, selected cognitive modes, and unique applications—a set of capabilities that is very difficult or impossible to acquire without intrinsic qualifications.

It is often said that teacher education has limited effect, that teaching follows the personality, societal expectations, or some dimly remembered model. More optimistic views hold that significant changes follow experience with creative exercises, acquaintance with creativity measures, reconsideration of objectives, study of the psychology of thought, involvement in decision making, and rethinking the effect of pupil-teacher relationships (Taylor, 1966; Torrance, 1962).

Experience with Teacher Education

Education for teachers of the gifted has been a small enterprise. In 1958, only Pennsylvania had a special certificate based on a bachelor's degree plus 24 semester hours, 6 of which had to be in courses specific to education of the gifted (Mackie and Dunn, 1958). No state had a full time consultant in the office of education. Responses to a survey indicated that 62% of teachers of the gifted had no specialized preparation, and a further 22% had received no special training in the past 12 years.

Course offerings were infrequent, available to 2% of undergraduates and 5% of graduates according to a 1951 survey (Wilson, 1951). Out of 800 special education courses in 1958, only 34 were on the gifted (French, 1959). More common were units as part of survey courses in special education, but these were 2 to 4 hours in length (Wilson, 1957). By 1969, course offerings were expanded to at least 73 (Vassar and Renzulli, 1969), and by 1970, 118 courses were offered (Shaffer and Troutt, 1970). A more complete return in 1972 raised the number to 151 (Laird and Kowalski, 1972). The percentage of responding institutions that offered a course had risen from seven to twelve.

In 1958 only Syracuse offered a two course sequence. As sequences developed, they appeared inadequately staffed with as many as seven courses under one professor. It must be assumed that students did individual projects, did practice teaching in gifted classes, learned about talents in psychology classes, and turned both professional and academic work into preparation for teaching the gifted; but the fact remains that formal offerings have been sparse.

Delivery of Training

A scanning of educational texts will show that teachers at any level and in almost every specialty may be certified without formal study of the gifted. Participants in an elective course in California reported a variety of reasons for registering. For 58% the reason was interest in the gifted (Lazar, 1973).

1. In terms of frequency, special preparation is offered through conferences, addresses, workshops, and institutes. Short sessions may do little more than focus attention, but those of us who have been deeply involved for many years must believe there are larger gains.

2. Teacher education is promoted through field projects and research, often as joint efforts of colleges and districts. In Seattle, Washington, a supplementary (and later, a full time) gifted child program with outstanding teachers was the focus of several years of teacher development. On release time, groups of teachers spent one day a week for ten weeks observing, questioning, developing materials, and participating in seminars with the expert teachers and consultants.

In a suburban district, a colleague and I used an adaptation of the Maryland Child Study approach. A teacher nominated a child. Then the group, with help from psychologists in training and the professors, studied the child, developed a program and materials, and appraised the effectiveness of treatment. The approach served only a small number of students but appeared to improve teaching.

A major inservice project in California was more research related (Martinson & Wiener, 1968). Skilled teachers engaged in self evaluation and improvement. They followed a natural sequence from pupil study to curriculum study, with emphasis on high level thinking and curriculum arranged in major topics. A special rating scale was evolved, and highly significant gains were made by a group already selective.

3. Institutional offerings may be a single class on an occasional schedule, but there are now a number of full programs. Like gifted child programs, they are often connected to one or two influential faculty members. It is doubtful that these programs are safely knit into the institutional structure and would survive the departure of these faculty members.

A program at the University of South Florida began in 1966 with a federal teacher training grant and in late 1974 enrolled 70 masters, 2 specialists, and 10 doctoral students. There are 111 graduates: 48 teachers of gifted classes, 18 principals, 5 in state or national offices, and 4 in private business.

The orientation is Rogerian or humanistic, with students becoming facilitators through small group dynamics, apprentice experience, modeling, and community impact involvement (Sisk, 1974). The apprentice field work is related to a Saturday opportunity arranged at the university for 400 gifted children, ages 4 to 14. Teacher trainees begin as assistants to experienced teachers (both are helped by doctoral students). With growing expertise and confidence, the assistant becomes a teacher.

The graduate program at the University of Connecticut also received federal support. The special focus is on the gifted among low socioeconomic and minority children (Renzulli, 1973). Students work toward a master's degree, a sixth year diploma, or a PhD. There are three major components: core courses in psychology and education of the gifted (three required); related courses in counseling, measurement, curriculum, and other specialities (about half of the program); and internship and practicum experiences, with the advanced students involved in educational innovation. The core course on creativity requires a personally creative project.

Among the graduates from the TTT at Connecticut, 34% were teacher trainers, 31% were teachers, 20% were school administrators, and 15% were in student services; 26% were in colleges and universities, 24% in inner city schools, and 15% in suburban schools.

In an extended sample of programs, we would continue to find dependence on energetic faculty leadership and seed money. We would find, too, that the existing programs could prepare only a small proportion of the needed professionals. The dimensions of the task are increased if we include the essential academic training which Rice (1970) suggested should be one or more academic majors at the master's degree level.

Should preparation of teachers for the gifted be organized in special education? Are the gifted generally retarded in terms of potential and therefore remedial cases? It has been argued that the task is clinical—assess the learner, make a pedagogic analysis, and deploy personnel to provide the best interaction between person and learning environment (Laycock, 1954; Schwartz, 1967).

California schools (for example, the state college at Dominguez Hills) have offered specialist training in a master of arts in special education. The curriculum includes six common courses, a three course specialization, plus electives. It is, for example, unclear that "Developmental Problems of Exceptional Children" explains gifted children more than a course in normal development. The Ryan Act is moving California toward competency based credentials. The development of detailed criteria may alter views on overlap and differentiation with general and special teacher preparation.

4. Teacher development is promoted by consultation. In the past, consultation came chiefly out of institutions of higher education, but increases in designated staff in state offices of education and intermediate districts have shifted the balance.

There have been recommendations for technical assistance centers to overcome sporadic consultation and to provide a talent bank from several specialties (Gallagher, 1974). In 1971, Illinois moved from demonstration centers to area service centers that reflect local interest within a state perspective (Illinois, 1972-1973). The model is a multitalent program (Anderson, 1973; Taylor, 1974). The focus is on teaching. The staff works with a range of people, helping in classrooms, curriculum development, visits to other programs, workshops, and so forth.

There are other consultants, of course: school psychologists, librarians, curriculum supervisors, counselors, speech specialists, and health workers. Part of becoming a skilled teacher is learning to use these helpers.

Elements in Selection and Education of Teachers

We are sometimes so enamored of technical success that we incline to overvalue equipment, organization, and observable attributes. It remains true, nevertheless, that the core issue in teaching gifted children is the teacher's thinking and its interaction with children's thinking. We cannot propose an "only" model, but the following elements seem important in the development of teachers for the gifted:

- *Selection*. The criteria include personal soundness, intellectuality, range of interests, creative tendencies, energy, and previous involvement in interpersonal as well as academic activities.
- *Academic preparation*. Teaching calls for knowing beyond facts to the structure of a field or idea.
- *Self development*. Identity is central to creative work and may be enhanced by humanistic studies and development of an examined philosophy. This is no mere release of personal feeling but the unfolding and use of self.

- *Creative work.* Teachers should be encouraged to do creative work, not necessarily in their specialization.
- *Psychological skills.* The curriculum should include participatory study of small group methods and counseling.
- *Educational studies.* In postbaccalaureate programs for teachers these expectations have been previously met.
- *Psychology and education of the gifted.* These include studies of thinking, program modifications, sociologic influences, and teaching.
- *Assessment procedures.* Study should include both normative and idiographic approaches. A teacher skilled in finding and assessing talent will better understand the child with unusual gifts.
- *Practicum.* Some of the most effective experience is found in work with one gifted child (Gold, 1963). Practicum should not be imitation, but should provide for involvement followed by thinking.

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Analysis and Identification of Giftedness in Mexican American Children: A Pilot Study

Ernest Bernal, Jr., and Josephine Reyna

ALTHOUGH much recent emphasis has been placed on meeting the educational needs of financially and educationally disadvantaged students, as well as on the needs of cultural and linguistic minorities, we have too frequently overlooked the special needs of gifted and talented students among this population. Popular opinion to the contrary, intellectual and creative talent cannot survive neglect and apathy. It is in the best interest of our society to assure the development of gifted minority children who can contribute not only to the society at large, but also to the emergence of nondominant ethnic groups.

Exceptionally talented individuals come from all races, socioeconomic groups, geographic areas, and environments. A conservative estimate of the gifted population ranges between 1.5 and 2.5 million children out of the total school population of 51.6 million (1970 estimate). In *Education of the Gifted and Talented* (Marland, 1971), the US Office of Education acknowledged "a widespread neglect of gifted and talented children." This neglect is even more intense among minority groups, particularly among Mexican American children and other Spanish speaking groups, whose giftedness may be unnoticed and unnurtured in schools lacking the capability even to identify the gifted among them. Three of the major findings of the US Office of Education study underscore these facts:

- Existing services to the gifted and talented do not reach large and significant subpopulations (e.g., minorities and disadvantaged) and serve only a very small percentage of the gifted and talented population generally.
- Special services designed for the gifted and talented disadvantaged will also serve other target populations singled out for attention and support.
- Services provided to gifted and talented children can and do produce significant and measurable outcomes.

The gifted and talented among the Mexican American minority group pose a particular challenge and opportunity. The fact that some unusually gifted Mexican Americans have emerged and demonstrated outstanding ability does not diminish the need for educational planners and researchers to attend to the special problems of their early identification and nurture within the schools. For each gifted Mexican American who has overcome the obstacles and discouragement posed by educational neglect and demonstrated his or her ability, how many other bright Mexican Americans have been frustrated by the lack of opportunity for development, have given up, or have expressed themselves in socially unacceptable ways (Dodd, 1964)?

To discover and develop the potential of gifted youngsters in minority groups necessitates comprehensive planning. Evidence from various studies and reviews (Bruch, 1972; De Haan & Havighurst, 1961; Freehill, 1961; Stallings, 1972) suggests that the more specific and carefully planned the intervention, and the earlier the intervention, the better the results. Unfortunately, extant measures of giftedness are not particularly reliable or valid indices when used on young children (Blosser, 1963). Attempts to use tests at the preschool level have been successful only when a careful preliminary screening has been conducted (Baldwin, 1964; Martinson, 1960; Walton, 1961).

The problem of developing talent continues to be one of devising educational opportunities that will unlock this creative and intellectual potential; programs that will be concerned with values, attitudes, self concepts, and commitment to continued growth, not just with the acquisition of knowledge.

> A more humanistic education, where the affective is integrated with the cognitive has special meaning for our gifted youngsters—as it does for all youngsters. We need to allow for the development of a gifted child's capacity for love, empathy, awareness and his

ability to communicate as a human being with his fellow human beings. (Lyon, 1972).

While we are trying to bring together the cognitive and affective in a total educational approach for all children, we must remember that before programs for gifted minority group children can be designed, the gifted among them need to be identified and their special needs studied. Minority children who are gifted need to be recognized for a number of reasons*:

1. They are more difficult to identify than members of the dominant ethnic groups because many tests and measures are culturally biased.
2. More minority gifted students are alienated by their educational experiences in a nonresponsive educational system than are gifted students of the dominant ethnic group. This is manifest in the high drop out rates of the minority group.
3. Intervention strategies in general and educational programs in particular require a more comprehensive sensitizing of instructional personnel to deal not only with the high potential of these youngsters, but also with the different styles of life through which they exhibit these propensities. For example, we need to develop methodologies for bilingual-bicultural education. The natural strength of the dominant language of minority group members, whether linguistically or dialectically differentiated from English, must be capitalized on in the instruction of the child. Furthermore, the mother tongue must be given status in the school program as a means of expression worthy of retention and elaboration, both to preserve a child's ethnic identification and to provide linguistic alternatives.
4. If programs for gifted members of nondominant ethnic groups are to avoid the criticisms leveled against many compensatory programs, they must provide for the leadership of ethnically targeted projects by members of the ethnic groups themselves. We submit that the identification and cultivation of the most gifted and talented members of the diverse ethnic groups would greatly facilitate the self management of ethnic destiny. The visibility of minority leadership would greatly enhance the culture as a whole and the self concept of the individual child.

The gifted child is especially alert to the irrelevancy of his schooling and may become even more frustrated than the average child. In an unresponsive system, what special efforts can we expect for the education of the gifted? We need an ethnically compatible educational system which will provide for individual differences in children, a system that will do the following:

1. Develop early identification techniques.
2. Individualize instruction in a manner relevant to ethnic minorities.
3. Promote cultural and linguistic pluralism through the deliberate cultivation of the best young minds in the community, so that children in contact across cultures can benefit from the strengths in the other cultures.
4. Develop and implement a system of inservice training for teachers, counselors, administrators, and paraprofessionals which will make them sensitive and responsive to the needs of youngsters and enable them to use and adapt relevant curricula.
5. Recruit, train, and retain minority group members in positions of power in education and other fields of creative endeavor.

In *The Gifted Child in the Elementary School* (1959), James J. Gallagher discusses the usefulness and limitations of the various procedures for identifying gifted children. Using only teacher observation we often miss underachievers, culturally different children, and children with motivational and behavioral problems. A US Office of Education study discovered that teachers fail to identify about 50% of the gifted, while they erroneously include others who are merely well dressed, polite, and obedient. Barbe (1964) found that teachers fail to nominate 25% of the gifted. Clearly, informal methods need supplementing.

According to Gallagher (1959), individual intelligence tests are the best identification method, but they are expensive in their use of professional time and services. In schools with limited psychological services they are impractical. Moreover, much criticism has been raised against using intelligence tests, based on middle class knowledge and values, with minority group children (DeAvila, 1972).

Gallagher (1959) considers group intelligence tests to be generally good for screening, but these measures may not identify those potentially gifted students with reading difficulties, emotional or motivational problems, or what he calls cultural impoverishment. *Education of the Gifted and Talented* (Marland, 1971) reports that the more highly gifted are actually penalized by group intel-

*Representatives of the project staff discussed this list before the TAG-Connecticut State Department of Education Conference, **Action Programs for the Gifted, Talented, and Creative Child**, New Haven, Connecticut, November 9-10, 1972.*

ligence tests. Achievement test batteries will not identify the underachieving child who is nonetheless exceptionally bright. Achievement tests are typically constructed to measure breadth of knowledge—not depth of understanding, comprehensive knowledge, or knowledge transferable across situations. Creativity tests, Gallagher feels, do show promise of identifying the divergent thinker who may be overlooked on the intelligence tests, but they may be too narrow in scope to be used without being supplemented by other measures.

The tests presently used to identify gifted and talented youngsters are biased in favor of the population for which they were devised (Bernal, 1971, 1972). It also seems that the greater the loading of these tests on general intelligence, the greater the likelihood of bias against nondominant ethnic groups (Kleinfeld, 1973). Rarely has a test of intellectual potential been written for and standardized on a group of minority children. Test publishers and psychometrists have failed to fully consider the cultural and linguistic differences of minority group children when constructing, publishing, and administering these tests or interpreting their results.

An analysis of the content and format of items used in many of the traditional IQ tests suggests that many of these tests are measuring something other than that for which they were designed, at least when they are applied to children who are not of the same cultural background. For these persons, the tests are also measures of socialization and language (Zirkel, 1972), productivity or level of aspiration, experience or specific learning, and endurance. Psychometricians fail to take into consideration some of the differences between middle class Anglos and most minority groups:

1. Minority group children as a rule do not speak or understand the language or dialect of the test.
2. They have not had the opportunities to acquire the knowledge (experience or specific learning) necessary to pass the tests.
3. Their experiences have not predisposed them to testing situations and they have not developed test taking strategies.
4. They have a different cultural background, but are penalized by the socialization aspects of the IQ tests for not having been acculturated (Mercer, 1971; Bernal, 1972; DeAvila, 1972).

Not only are many of the identification measures methodologically controversial and controvertible, but also as will be seen in a subsequent section of this article, even the experts have difficulty agreeing on a test based definition of giftedness. This lack of a concise consensual definition (ORI, 1971) has often been a stumbling block to research on giftedness. The leaders in the field, however, are becoming increasingly aware that identification procedures that screen or bar participation of minority students in programs for the gifted have to be reconsidered. The procedure should stress a search for talent. The question should not be whether minority students obtain a certain high score on intelligence, achievement, or creativity tests which are appropriate with Anglo populations, but whether there are indications—perhaps taken from real life and reflecting the marks of intelligence fostered by their respective ethnic communities—of their true potential for cognitive development and the acquisition of functional bicultural skills. If talent potential is to be identified, better strategies must be found for accommodating test related linguistic and cultural differences between ethnic groups in general, their differential readiness to take tests (Bernal, 1971), and their exposure to test content in particular. Also, professionals are beginning to understand that *intelligence* can be defined differently from culture to culture (Kleinfeld, 1973)—a matter of great moment to Mexican Americans who must live in two cultural settings.

Passow (1972) wrote that

> giftedness and talent have always had a social referent—those abilities that are identified and developed are those that are valued by the society—and the child in the depressed area who is potentially gifted may be doubly disadvantaged for he lives in an environment that may be hostile or apathetic to his particular abilities. (p. 28).

Undoubtedly, a cross cultural study of giftedness would serve to clarify the concept, much as other cross cultural studies shed light on other traits or attributes (Manaster & Havighurst, 1972).

Giftedness as Perceived by Mexican Americans

Knowing that (a) there is no generally agreed upon definition of giftedness, (b) the present methods of identification are inadequate in some respects for all gifted children, but especially for the minority gifted, and (c) giftedness as a construct or idea must always have some sociocultural referents, we proposed to approach the study of giftedness as perceived by Mexican American parents, community leaders, and students. Studies done by psychologists, sociologists, anthropologists, and historians have shown that Mexican Americans have some unique social and cultural values (Ramierez, 1972; Romano, 1969). It follows that Mexican

Americans would also have some distinct behaviors which are valued by the Mexican American community and are therefore selectively reinforced and developed.

An interview format was developed to elicit perceptions about gifted and talented children as well as examples of behaviors which would, in the eyes of those interviewed, be indicative of these traits. A review of the interview responses led to the development of a behavioral checklist, which became the basis for the study described herein.

This report presents the result of an exploratory study, a first step toward better identification methods and, ultimately, toward the design of culturally responsive programs for the gifted child of divergent background. Whereas other studies have indicated that certain behavioral/personality traits are associated with potential giftedness, this research shows that some of these traits are indeed diagnostic (or differentially predictive) of this potentiality, much as Meeker (1971) believed they would be.

Giftedness, Creativity, Talent: A Review

Giftedness

An extensive review of the literature has produced a number of overlapping definitions of giftedness, creativity, and talent, and loose usage has often led to confusion. The traditional definition of giftedness has been a high score on an individual intelligence test, reducing giftedness to an IQ of 130 or higher, and indicating those children who would be predicted to make good marks generally. As other measures of identification were developed or came into vogue (e.g., teacher nomination, high achievement test scores), they were used to supplement the judgments made on the basis of IQ alone. These measures, used singly or in combination, have been most typically used as screening devices.

A second method of identifying gifted children has been to enumerate their characteristics or abilities, such as early reading ability, greater comprehension of the nuances of language, learning basic skills in all subject areas faster and with less practice, assuming responsibilities ordinarily associated with the behavior of older children, communicating with unusually mature clarity in one or more areas of talent, assuming leadership roles, and exhibiting earlier social maturity.

Defining gifted children by characteristics has led to an expansion of the traditional definition. Another factor which aided in this expansion was the realization that other abilities valued by this society, such as adaptiveness, creativity, and originality were not being assessed by the measures commonly found in the IQ tests. Happily the definition offered in the so-called *Marland Report* (1972) has provided a base broad enough for a number of educators.

Creativity

Since creative thinking is listed among the possible abilities or attributes of the gifted, it is beneficial to define creativity, especially since the term is popularly overused. The relationship between intelligence and creativity has not been totally resolved, and studies indicate that the relationships between creativity and intellectual aptitude differ widely. Through Guilford's (1972) studies with his model of intelligence, the Structure of Intellect, a number of tests have been designed to measure divergent thinking abilities, which are generally considered to require greater creativity than convergent thinking abilities. Components of particular importance to creativity are sensitivity to problems, word fluency, ideational fluency, association fluency, expressional fluency, and spontaneous fluency and originality (Guilford, 1965).

Torrance (1966) defined creativity as the natural human process which occurs when a person becomes aware of a problem or an informational gap. He begins to form ideas or hypotheses, then proceeds to test and revise them, and, finally, communicates the results.

Emphasis has been placed on the usefulness or social value of these activities. The production of the creative idea is not sufficient to be termed true creativeness. This must involve following through on the original idea or insight; that is, evaluating it and then developing it fully. Others define creativity in terms of personality: (a) an openness to experience, where the meaning of a stimulus is extended beyond its immediate connotations, (b) the ability to evaluate internally rather than by reference to existing external events, and (c) the ability to toy with elements and concepts, to juggle elements into impossible juxtapositions and make them stick.

Gowan (1971) proposed a useful distinction and a definition: A gifted child is one who has the "potential to develop creativity." Giftedness, he stated, is *potentiality*, a rate of mental development, while creativity results in a product. Creativity is behavioral and "can be seen and measured in action." By defining a gifted child as one who has the potential to develop creativity, Gowan implied that the ultimate test of great intellectual ability is creativity.

Although Gowan's definition of giftedness is innovative in that it links giftedness and creativity, it still uses the IQ score as the basic criterion for selection. Others, notably Bruch (1970, 1971) and

Torrance (1969), have proposed some selection criteria outside the realm of traditional screening processes. Even though their emphasis and research is on the black disadvantaged gifted, many of their procedural suggestions can be used for the identification and development of gifted children from other ethnic groups for whom IQ tests and similar measures are of questionable validity or low educational utility.

Within minority groups the identification of gifted children cannot be limited to a high score on an IQ test. The assessment procedure must include measures which will indicate potential for further, more rapid development. Before designing these instruments, researchers in the field of giftedness must discover the group's values, definition of talent, and productive goals, and the kinds of abilities that would need strengthening for the minority gifted to be able to function well in the world at large. Therefore, the criteria for identification should be specific to the values of giftedness and talent held by the minority group. It seems likely that some of the ethnically based measures would also be predictive of bicultural success.

As Bruch and Torrance summarized the list of special abilities of black disadvantaged gifted children, they found clusters around the general concept of creativity. That is, these children appear to "learn well creatively, to be innovators and initiators and problem solvers in their own culture" (Bruch, 1972). Researchers and educators are just beginning to consider such abilities for identification of gifted children.

Talent

Talented behavior is differentiated from overall giftedness by an emphasis on singularity or circumscription of achievement. Stallings (1972) defined talented children as those who demonstrate a single talent in one specialized area. McGuire (1961) emphasized that talented behavior is both personally and socially significant. The ability, whether natural or acquired, should be recognizable through performance (academic or artistic) or products (scientifically or artistically creative) by peers and professionally qualified persons.

Gowan (1972) made another distinction: Gifted students have high potential for verbal creativity, whereas talented students have a high potential for nonverbal creativity.

Methodology

A cross cultural literature survey as it related to the gifted Spanish speaking child was undertaken. As a result two facts became clear.

1. Spanish speaking countries have not developed a culturally based definition of giftedness, nor have they developed their own verbal tests. Translations or adaptations of verbal or nonverbal tests of intelligence and creativity developed in the United States are being used.
2. The majority of the literature of giftedness in the United States is based on pyschologists' or educators' ideas of giftedness, ideas which are still tied to a score on an intelligence test. In addition, no works were found which attempted to discover what the popular ideas of giftedness or talent are in the United States or to document the value of these traits in American society. The project staff concluded that the manifestations of giftedness in these definitions would be largely linked to fields requiring high verbal or scientific abilities and, in particular, scholarship. Talent, it was felt, was most likely to be seen in traditional art forms or compositions.

Community Input

The project was postulated on the belief that a community, in this case the Mexican Americans of Texas, can speak to the matter of intelligence. It was felt that Chicanos recognize and can articulate many traits, attributes, characteristics, and capabilities of the truly outstanding thinker and performer among them.

The interview situation produces descriptions of particular behaviors that are culturally valuable and that are useful in distinguishing the gifted and talented child from the average child.

Method

Project field specialists worked with Mexican American barrio communities in three Texas cities to determine how giftedness and talent are perceived.

Instruments

An interview questionnaire in English and Spanish was developed by the project staff to gather data on such factors as personal characteristics of gifted or talented children; how giftedness is revealed in the school, home and community; the relationship of giftedness to bilingualism; and the type of environment that best permits giftedness in a child to flourish.

During a 3 month period, 300 interviews were conducted in the barrios of San Antonio, Austin, and Dallas.

Two scales were developed: An adjectival rating scale and a behavioral rating scale. These scales constituted the basic interview for parents.

Sample

There were 108 bilingual (Spanish/English) Mexican American children tested. Of these, it was only possible to interview parents of 54 subjects in order to obtain ratings on their children's behaviors. There were 35 males and 19 females in the sample.

Test Instruments

The test instruments used were the Cartoon Conservation Scales developed by De Avila et al. (1972), the Torrance Tests of Creative Thinking, and the Wechsler Intelligence Scale for Children.

Results

Community Perspectives

Data from the interviews revealed that the Mexican Americans in the sample did not make the clear-cut distinctions between giftedness and talent found in the professional literature. Rather, the distinctions centered on habits, interests, and people with whom they interacted. It appeared that to the Mexican Americans interviewed, for instance, it is not sufficient to be "intelligent" to be gifted; a child must also have verve and style.

The talented child, if he has had an opportunity to discover and develop his talent, exhibits a real joy in it. He spends much of his time practicing often to the exclusion of other activities and friends ("Ignores his friends to pursue talent").

The talented child is considered more active than the gifted child. Perhaps this is because of the difference in their interests. Both the talented and the gifted child were described as "restless, don't like to be doing just one thing."

Both the talented and gifted children are intelligent. Although "intelligent" was the most frequent response given for the gifted, most people felt that to be considered gifted "a child must not only have intelligence, but also common sense and must use them both well."

Both types of children are inquisitive, always asking questions. The talented child is especially interested and eager to learn about the area or areas in which he is talented. They are not "hesitant to show interest in whatever they are good at." Furthermore, the gifted child "knows how to make it in the Anglo world." With regard to conversation interviewees were divided as to whether the gifted and talented are talkative or not. Many said the gifted child is "quiet, does not try to attract attention." In the classroom it was felt he might be overlooked by all but the most observant teacher.

Some gifted and talented children have lots of friends; others do not have many for a number of reasons. However, they seem to have developed other skills of social relatability valued highly enough to be mentioned as characteristics. They are sensitive children, attuned to or at least aware of the needs of others. "They are usually more responsible and sensitive to others around them."

Analyses of Data

1. Multiple discriminant analysis was used to determine if the behaviors studied could adequately distinguish between gifted and normal children.

The behavior ratings and the adjective ratings were used as predictor variables in two separate analyses. The pupils were divided into two categories: gifted and nongifted. The multiple discriminant procedure (using Wilks' *lamda* index) was used to provide information regarding the amount of variance accounted for by the predictor variables between the two groups.

2. In addition to the multivariate discriminant analyses, simple analyses of variance were carried out on the gifted and nongifted groups using each item of each of the two rating scales as a separate dependent variable.

Results. Gifted and normal children in the sample were rated by their parents on 43 behavioral statements. It was found that the gifted pupils engaged in the rated behaviors to a greater extent than nongifted pupils. Indeed, nine of these behaviors have the potential to be diagnostic of giftedness.

Adjective ratings. The adjective rating items, when analyzed simultaneously (using the 31 adjective rating items as predictor items in the multivariate discriminant analysis) did not discrimate between the gifted and nongifted groups to a significant extent. This was probably due to the very small sample (N = 54).

But using a simple analysis of variance on the adjectival ratings individually, it appears that gifted children are rated as being more self confident, more inclined to tell the truth, more independent, more curious, more creative, and as having better judgment and being more expressive than nongifted children.

Discussion of Basic Analyses

The multivariate discriminate analysis of the 43 behavioral item rating scale yielded a significant difference between two groups. The multivariate analysis was only significant for the behavioral rating scale. It is interesting to note that standard criteria for giftedness such as good grades and language facility did not contribute heavily to the optimal discrimination between gifted and nongifted.

Conclusion

As is stressed in the US Office of Education's publication *Education of the Gifted and Talented* (1972) and throughout this report, not enough concern is given to the educational needs of gifted and talented children and, because of the scarcity of reliable identification measures, even less is given to gifted minority group children. The paucity of research on minority gifted children, especially Mexican American gifted children, has also been noted. The importance of a study of this nature, which sought to determine a community perspective on giftedness and also to use observable behaviors as indicators of giftedness, is evident. It is necessary to stress, however, the exploratory nature of this study. It is the "first cut" at developing (a) a cultural-community-based definition of giftedness in Mexican American children and (b) a measure for identifying Mexican American gifted children using behavioral statements.

The behavioral rating scale did differentiate between the gifted and nongifted groups to a significant degree. In other words, parental ratings on the basis of observable behaviors alone serve to differentiate potentially gifted children. Since individual items on both the behavioral and adjectival rating scales also discriminated between the two groups, the results give an indication that the approach is worthy of further research, not only for minority groups in general but for the dominant ethnic group as well. Similar studies should be mounted in other areas of the Southwest, rural as well as urban. Such studies would reveal the differences as well as the commonalities in the perceptions of Mexican Americans on what giftedness is all about, what kinds of behaviors reveal giftedness or potential giftedness, and what kinds of gifted behaviors are valued socially. Additions to and revisions of the rating scales would also make them usable and reliable for Mexican Americans in other parts of the country.

Although univariate and multivariate discriminant analyses were run on these data, other types of analyses could also be done. With a larger sample and randomization of the sample, future researchers could do factor analyses of items in order to determine which variables define giftedness for this population. Relevant items could be combined in a manner which would weight each item optimally in order to make this diagnosis more accurate. If a cross cultural design were implemented, comparisons between or among groups would be possible. The professions might also be able to see how closely psychologically derived views of giftedness are related to the lay public. If the same or similar testing instruments are used in future research, an analysis within the gifted group should be undertaken. Those children selected for performing well on the WISC Verbal could be compared across behaviors with children selected by the other tests. Also, the use of rating scales should be expanded to include the perceptions of teachers and other community members, both adults and adolescents, and developed in a manner which would yield valid results regardless of the ethnicity of the rater. Such protocols may be profitably administered at several times during the early elementary years in order to monitor the behavior of children selected as potentially gifted and to identify "late bloomers."

Again it is important to underscore the idea that giftedness may refer to a whole set of characteristics or behaviors, not all of which need be present in the typical behavior of any one person. Indeed, some of these attributes may seem contradictory. It is probably more accurate to say that *patterns* of traits are the key to understanding gifted children, although there may be some common traits in the group as well. The commonalities and patterns of differences (types of giftedness) that may ultimately emerge is still an empirical question, one which may be amenable to cross cultural investigation.

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The National/State Leadership Training Institute on the Gifted and Talented: A Sketch of Its Future, Present, and Past

Irving S. Sato, Wayne P. Wilson, and Winifred Luché

THE special needs of gifted and talented students have seldom been fully acknowledged, but in the past few years efforts have been greatly increased not only to recognize these needs but also to provide for them. The creation of the Office of Gifted and Talented in the US Office of Education in January 1972 demonstrated federal concern for, and commitment to, this often overlooked minority. In August 1972 the National/State Leadership Training Institute on the Gifted and Talented (LTI) was established "to upgrade supervisory personnel and program planning for the gifted at the state level." An important feature of the LTI is its support and promotion of a comprehensive view of what it means to be gifted or talented. Operationally, it views *gifted* or *talented* as those who excel consistently or show the potential of excelling consistently in various areas of human endeavor: academic, creative, kinesthetic (performance skills), and psychosocial (relational and leadership skills).

The Future: LTI's Educational Action Teams

In the future a new direction and major emphasis of the LTI will be the formation of educational action tems, which will operate in three selected settings—rural, urban, and suburban. LTI's already well established concept of team organization will be transmitted here to one of an "inside-outside" team. The outside professionals will represent such fields as identification, program alternatives for the gifted/talented, program evaluation, teacher training, budget and finance, communications, and public relations. The inside members of the team will be individuals such as superintendents, assistant superintendents, board members, principals, curriculum consultants, counselors, psychologists, teachers, parents, and students. The educational action teams will function in the areas of planning, operating, and evaluating specific programs. Such a team, designed with inside and outside members, will have a long term involvement as contrasted with oneshot consultancies. The outside group will not be permanent but instead will help find and develop the local resources required for advancing and effecting changes in the program.

The team concept to prepare and draft a written plan has proved effective in LTI's work with states, and the LTI believes it can be applied to other publics. As the states implement their plans, the LTI will carry the concept of team planning into still different areas (such as standard metropolitan statistical areas).

The Present and the Past: LTI-Sponsored Institutes and Meetings

In detailing the plight of the gifted and talented, the USOE Commissioner's Report to Congress (*Education of the Gifted and Talented: Report to the Congress of the United States,* 1971) listed only 22 states with legislation to provide resources at the school district level for service to the gifted and the talented. The report pointed out, moreover, that even this figure was too high, for in many cases such legislation merely represented intent. In addition, other programs which had potential for providing services at the local level were often severely hindered by funding priorities, crisis concerns, and inadequate personnel.

The managers of the LTI have directly addressed themselves to the problems, concerns, and needs documented in the 1971 Commissioner's Report. To pursue its goal of assisting states in improving, planning, and training personnel, the LTI has engaged in these specific activities:

- Formulating and initiating state and regional team activities involving planning and program development for the gifted and the talented.
- Maintaining a communication network among the central office of education, regional offices of education, local educational agencies, parent groups, and the private sector.
- Training selected individuals at regular training institutes or workshops.
- Developing documents, publications, and media products on the gifted and talented which are disseminated through workshops and institutes.
- Increasing public awareness and knowledge about the gifted and the talented.

Funded by HEW/USOE through Education Professions Development Act (EPDA) funds to the Office of the Superintendent of Schools of Ventura County (California), the LTI has its headquarters in Los Angeles. Irving S. Sato is its full time director. The Executive Advisory Committee makes recommendations for the operation of the project, and the Executive Director of LTI is David M. Jackson at the LTI Reston, Virginia, office. Dr. Jackson also serves as Associate Director of the ERIC Clearinghouse on Handicapped and Gifted Children at the headquarters of The Council for Exceptional Children (CEC).

The LTI has thus far focused much of its effort on its summer and regional leadership training institutes. To date, the 2 week summer institutes (Squaw Valley, California, July 8-20, 1973; Wilmington, North Carolina, June 23—July 3, 1974; Aspen, Colorado, July 7-19, 1975) have trained five-member teams from each of the 15 to 20 participating states each summer; at two regional institutes (Deadwood, South Dakota, October 1-6, 1974; Dedham, Massachusetts, October 15-19, 1974), the LTI has worked with a total of 16 teams. In July, 1975, in Aspen, Colorado, the LTI sponsored the largest of three summer institutes. Provisions included a full 2 week program for those state teams not yet involved in an institute; a week for those who had attended the regional institutes; and a 1 week followup for earlier summer institute participants. To date, 48 state teams have been trained.

At these leadership training institutes, the five member teams have the opportunity to examine carefully the education of the gifted and talented and to draft a plan to initiate and/or improve educational programs for the gifted/talented in their geographical areas. Because team members work together on the plan, they develop a sense of achievement and reinforce their self esteem, necessary prerequisites for the next step of implementing the plan. Each of the summer and regional institutes has had as its primary focus the completion of a plan for gifted education. To assist the participants, the LTI distributes specially prepared training materials and provides the opportunity for interaction with nationally recognized experts in the education of the gifted/talented, federal and state officials, fellow summer institute participants, and gifted students. Pertinent and current printed materials, tapes, filmstrips, and films are also made available for examination and research during the institute. Thus, participants take an in-depth plunge into gifted/talented education through media, seminars, workshops, symposia, and discussion groups.

In its initial stages of development the National/State Leadership Training Institute on the Gifted and Talented decided for several reasons that a five member team approach would provide the best use of available resources to produce maximum impact at the state level for gifted and talented pupils. First, diversity of input could be generated by the varied perspectives of teachers, parents, administrators, and others with specific and varied experiences in decision making processes. Second, by concentrating this diverse energy on a specific goal (the development of a state plan), maximum leverage could be obtained. Third, by affording team members a shared work experience in training sessions and workshops, a higher degree of ownership in the development, acceptance, and implementation of the team's product would be developed. Thus, team members would be more likely to follow up on the results of their efforts when they return to their respective states because of the sense of responsibility and commitment which they have developed toward each other and the plan.

The development of a state plan is policy planning, not decision making. Decisions are left to decision makers—in this case, state level educational administrators and legislators. But when decision makers are presented with a cogent rationale for gifted education and viable proposals for action, things are more likely to happen.

Representatives from 19 states and territories—Alabama, American Samoa, Arizona, District of Columbia, Florida, Guam, Illinois, Maryland, Massachusetts, Minnesota, Nebraska, Nevada, New Jersey, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, and Texas—attended the first national summer institute in Squaw Valley, California. The evaluations indicated that the institute strengthened and expanded within the states the network of individuals committed to gifted and talented education. From Squaw Valley, one regional and 19 state plans were developed.

The second summer institute in Wilmington,

North Carolina, included participants from 21 states—California, Delaware, District of Columbia, Georgia, Idaho, Illinois, Iowa, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, New York, North Carolina, South Carolina, Tennessee, Virginia, Washington, West Virginia, Wisconsin, and Wyoming—one city (Los Angeles), one foreign country (Canada), and the United States Dependent Schools European Area. Thirteen state plans, two regional plans, and two local district plans were written. As in the evaluation of the first institute, the second summer institute was seen as a significant effort in strengthening the gifted/talented movement.

Both regional institutes—in Deadwood, South Dakota, and in Dedham, Massachusetts—were phases 1 and 2 of the usual three phase institute program. The teams drafted position statements and plan outlines and returned to their states to write or refine their plans. Regional institute participants attended the phase 3 portion of the summer institute in Colorado, July 13-18, 1975.

Teams attending the Deadwood Regional Institute were Arkansas, Oklahoma, Montana, Kansas, Colorado, Utah, North Dakota, and Indiana. At the Dedham Institute, there were teams representing Missouri, Maine, Rhode Island, Virginia, Puerto Rico, Tennessee, Massachusetts, and the city of Boston. According to preinstitute questionnaires, regional institute participants attended the sessions to get more information on the goals and objectives of the LTI, on how to design and initiate gifted/talented programs, and on how to evaluate such programs. They were interested, as is the LTI, in extending the overall definition of gifted/talented and in identifying students in the various categories of giftedness. Participants generally felt their basic purpose was fulfilled.

State teams in attendance at the Aspen Institute in July, 1975, who had not participated in previous institutes were Alaska, Connecticut, Hawaii, Kentucky, Michigan, Mississippi, New Mexico, Ohio, and West Virginia. City teams from New York and Los Angeles also participated. Evaluation results obtained by Elsbery Systems Analysis, Ltd., Flushing, New York, indicated a strong correspondence between the objectives of the institute and the expectations of the participants. Requests for followup services emphasized the need for regional, state, and local training institutes, a need which will be addressed by the Education Action Teams previously discussed.

Benefits Derived from Institute Participation

Many states have benefitted from the renewed vigor of institute participants. For example, one midwestern state built on its experiences at the first summer institute and raised $29,000 in foundation funds to set up a series of statewide mini-institutes on the education of the gifted/talented for 1,800 teachers.

South Carolina

South Carolina has legislative support and funding of $105,000 to develop three model programs on gifted education during fiscal year 1975. The model programs are stimulating development of six additional gifted and talented programs within the state. The state board of education will ask the legislature to double gifted/talented funding in fiscal year 1976.

Since August 1974, James Turner has been full time consultant to the South Carolina Department of Education on gifted/talented programs. Since July 1974, Mr. Turner has also been coordinator of a 10 state Title V project to develop special programs for gifted and talented youth.

A course on gifted education has been added to the education curriculum of the University of South Carolina. Other state accomplishments include the South Carolina Conference on Gifted Education in June 1974, and a second conference held March 5-6, 1975.

Nevada

"The Western Exchange" was the theme of an interstate workshop hosted by Nevada (in cooperation with Arizona, California, Idaho, Oregon, and Washington) in Las Vegas, November 13-15, 1975. An estimated 3,000 teachers, administrators, parents, and leaders in gifted education attended this cooperative conference.

Nevada has developed a state plan for gifted and talented education. The program has been funded by the state legislature for $275,500, with $14,500 allocated to each of the 19 gifted/talented units. In the fourthcoming fiscal appropriations, $16,000 per gifted/talented unit has been requested.

The University of Nevada at Las Vegas offered a new course in gifted/talented education this past summer.

Maryland

As a direct result of the national summer leadership training institute, Maryland has added a state board member, Ellen Moyer, directly concerned with gifted education. The director of gifted/talented programs, James Fisher, is currently planning 24 summer institutes for each of the Maryland counties. Funded under Title V with $10,000 set aside for each institute, the 2 week institutes will give participants the opportunity to write plans for

gifted/talented education in each of the 24 counties.

The first Maryland Conference on Gifted Education was held in November 1974. Additional meetings included a state funded planning workshop on reading for the gifted/talented (June 2-4, 1975) and a 2 week workshop on the arts and humanities in summer 1975.

The state plan, written and revised at the last two national summer institutes, has been submitted to the state board for approval. A bill is pending in the Maryland legislature based on the contents of the plan.

Iowa

On November 14, 1974, the Iowa Board of Public Instruction accepted the state plan on gifted/talented education written at the 1974 Wilmington institute. In December, at a statewide leadership development workshop (gifted/talented education), participants met with the director of curriculum and the special education director of the University of North Iowa to focus on improving teacher training programs.

The Iowa Conference on the Gifted was held March 24-25, 1975, LTI consultant Sandra Kaplan, gifted program consultant to the Inglewood Unified District (California), was the featured speaker.

Iowa has established 15 regional educational units to replace its earlier county system. One gifted/talented consultant will be assigned to each unit, beginning with the opening of the 1975 school year.

Alabama

Although there is no implementation of the state plan for the education of the gifted and talented in Alabama, aspects of the plan have been incorporated into some gifted programs. The first Alabama State Conference on the Gifted, funded under Title V, was held February 6-7, 1975. This has generated interest in the gifted. There have also been four television interviews of gifted/talented leaders on the three major television networks aired in Montgomery.

Five Alabama resource persons were invited to present material used in Alabama programs to participants at the Gulf Coast TAG Conference in New Orleans, March 12-14, 1975. Currently, there are 45 state supported teachers of the gifted/talented in Alabama. Another statewide workshop for teachers, administrators, and leaders in gifted education was held in May 1975.

Arizona

Don Johnson is a full time consultant on gifted education for the state of Arizona. In the 1972-1973 school year, there were four school district programs for 590 gifted students in Arizona. During the 1973-1974 school year, four more districts were added to include 794 students. This year, 42 Arizona school districts run gifted programs for 4,169 students. Each district submits a proposal for a program, and each approved program is funded at $50 per year per identified child.

Statewide awareness conferences were held in January 1974 (attended by 139 teachers and leaders) and February 1975 (with an attendance of 250). Another result of the LTI summer institute has been the formation of a new parents' organization, the Arizona Association for Gifted and Talented.

Louisiana

Louisiana has allocated $159,636 to the salaries of 22 teachers of gifted and talented. In addition, four such teachers are supported by local funds. The first Louisiana Conference on the Gifted, financed by Title V funds, was held January 30-31, 1975, and was attended by 500 educators and administrators.

Current projects include a task force to work with each parish (school district) and with colleges and universities on behalf of gifted education; organizing parent-teacher groups statewide, under the Louisiana Organization for Gifted and Talented; and Project Satellite, designed to team local high school students for 6 to 8 weeks of learning experiences with special projects. The full time state consultant for gifted and talented, Lillie Gallagher, has been locating interested persons to work with the students under this project; 12 students are now involved. Two parishes have applied for Title III funding of gifted/talented programs.

Mississippi

A Special Education Bill enacted in May 1974 provides funding for teachers' salaries in gifted/talented education in Mississippi. There is a state level 18 member committee on gifted and talented education and two Title III gifted programs operating within the state.

The University of South Mississippi offers a master's program in the gifted area, with 18 quarter hours of gifted education courses above the B.A. level. The university also ran a career education junior high summer enrichment program in 1974. A state association has been formed, titled the Mississippi Association for the Talented and Gifted (MATAG).

Nebraska

By 1973, Nebraska had enjoyed the support of a statewide parent-educator association for the gifted

and maintained programs in 13 communities. By establishing priorities for Nebraska's needs through a written state plan, the following goals have been accomplished:

- A Midwest Regional TAG conference was held in Omaha in February 1974. In conjuction with TAG, there was a reconvening of the first leadership training institute.
- Seventeen regional inservice sessions were conducted by Diane Porter Dudley, Nebraska consultant for the gifted, for approximately 100 educators during the fall of 1974.
- Three colleges have added special curricular offerings during either summer or regular sessions for teaching gifted/talented.
- Nebraska has developed an educational television program for the gifted, *Kaleidoscopic Kapers*.
- The number of gifted programs will triple from the 1973 figure during the 1975-1976 school year.
- An extensive library of information and inservice materials have been developed.
- Two local school districts and one educational service unit have added a consultant for gifted to their staff.
- Nebraska hosted eight Exploration Scholarship winners, and a 15 year old from Kearney, Nebraska, went to England on the same program.

Washington

Donna Tahir is full time consultant on gifted/talented for the state of Washington. Currently, the Washington budget for gifted and talented education is $928,000.

There have been three statewide awareness conferences, two of which were state funded. In July 1974 a conference acquainted teachers, decision-makers, and leaders with the pilot studies included in the completed state plan. In November 1974, the second state funded conference, Rainbow of Giftedness, focused on the culturally different. In November, a third statewide conference was sponsored by the parent members of the Northwest Gifted Child Association.

Oregon

A statewide gifted conference was held in Oregon on January 9, 1974, sponsored by the state department of education. Oregon is planning two future conferences in October 1975: The first will be on programs for able and gifted; the second will be a TAG regional meeting. The first gifted program has begun in a county with one-fourth of the school population; 150 gifted students have been identified. The program is funded by the state for $100,000. Parent groups are sponsoring enrichment programs, in cooperation with local schools, and currently serve 90 students.

Inservice training has been held in the county where the gifted program operates. Preservice education is being negotiated with Portland State University and Lewis and Clark College for prospective teachers of the gifted/talented.

Summary of State Reports

The future, past, and present of the leadership training institutes reveal that the original vision in which the institute was conceived has now taken shape in the lives of gifted and talented children. Moreover, a different and unusual concept of organizing efforts on behalf of these children—the team approach—has been validated.

In states where plans have been written, approved, and implemented, full time consultants have been added to the state education departments. In these states, there is an expanded awareness of the needs of gifted and talented students.

The Present and the Past: LTI's Efforts to Involve Key Publics

As the core of informed and motivated educators and administrators in the field of gifted/talented grows, the LTI can direct its attention to more specific geographical areas. From 1972 to the present, the LTI has made presentations or otherwise participated in many workshops and state and regional gifted/talented meetings throughout the country. In this participation, the LTI has aimed at increasing awareness, extending cooperation, sharing its expertise, and making issues related to gifted and talented more visible. As the state planning teams returned to their states from summer and regional institutes, many scheduled statewide awareness meetings as called for in their state plans. In 1974 alone, the LTI made awareness presentations or was otherwise directly involved in at least 11 statewide and 7 regional/national conferences and workshops. During the initial four months of 1975, it participated in six statewide and six regional/national meetings.

In addition to these cooperative efforts, the LTI planned and conducted the first National Conference on Disadvantaged Gifted in Ventura, California, March 24-25, 1975. The conference, cosponsored by the Association of California School Administrators and Ventura County Schools, brought together 25 nationally known experts in small group work sessions. As a followup to this conference, the LTI cosponsored with Ventura

County Schools two Disadvantaged Gifted Teacher Institutes in early 1975. With a theme of "Promising Practices," these institutes offered teachers and teacher trainers (engaged in either preservice or inservice training) the opportunity to participate in action-oriented workshops and seminars conducted by classroom teachers from throughout the nation and by leading experts in this field. Consistent with its policies of encouraging participants to think more broadly, the LTI looks upon the term *disadvantaged* to include those who are economically deprived, culturally different, female, rurally situated, handicapped, or underachieving.

Following the first summer institute, there was a large number of requests for meetings for parents of gifted/talented. Recognizing the value of the interest and support of parents in effecting programs for the gifted/talented, the LTI has not only maintained communications with appropriate professional organizations and agencies, but has also worked in cooperation with many parent groups. For instance, it sponsored two parent-administrator-board member (PAB) conferences, involving local educational agencies. The PAB conference task force suggested that the LTI should not work solely with parents, who might pressure local school boards and administrators and lead to resistance from school district decision makers, but that the LTI should study working with teams of parents, central school administrators, and board members within local school districts. From this suggestion, the two PAB conferences evolved: At Columbia, Maryland, March 2-3, 1974, 15 local educational agencies from five states participated; at San Diego on April 27-28, 1974, 16 educational agencies from six states attended.

In its cooperation with other agencies, the LTI follows a basic formula: federal concern, state control, and local involvement. One major concern is to avoid duplication by concentrating on complementing existing efforts in the field. Thus, the LTI works closely with the Office of Gifted and Talented, which is the federal expression of national interest in the gifted/talented; the ERIC Clearinghouse on Handicapped and Gifted Children, the federally funded information source for professionals in the field; and others (state education agencies, professional organizations, and parents) who are on the front lines of gifted/talented education.

At the LTI Input Seminar, October 24-26, 1974, in Des Plaines, Illinois, a group of educators and leaders in gifted/talented education from state educational agencies, local educational agencies, and colleges and universities met to assess two areas of LTI service: (a) What state and local educational agencies need from the LTI during the next phase of its operation and (b) long range and short range plans for teachers/leaders of the gifted and talented. The overarching problem facing those working in gifted/talented education, defined in the final paper by co-facilitator Robert Kelley, "lies in the realm of developing and maintaining a philosophical commitment. Strong advocacy groups of educators, legislators, and laymen can demand the necessary support systems, but without such broad and strong support, efforts on behalf of the gifted . . . remain. . . inadequate." Seminar co-facilitator James Gallagher said, "There is a strong desire to supplement the positive results which have emerged from such [leadership training] institutes by strengthening the general professional base of gifted education. . ." The LTI will continue to press in the areas of stimulating public concern and awareness.

Publications and media have played prominent roles in the LTI's dissemination of information to key publics. The LTI has cooperated with the ERIC Clearinghouse on Handicapped and Gifted Children, especially in the preparation of publications for the summer institutes. *Effecting Change* and *The Gifted and Talented: A Handbook for Parents* are being continually updated and expanded. The final versions of two other manuals, *The Identification of the Gifted and Talented* and *Providing Programs for the Gifted and Talented: A Handbook*, are now in their fourth printing. *Developing a Written Plan for the Education of Gifted and Talented Students* (second working draft), prepared in cooperation with Ventura County Schools, is also in its fourth printing. The *N/S-LTI-G/T Bulletin*, which was originally intended primarily for the summer institutes, is now published monthly and contains summer institute followup news, pending federal and state action, and pertinent information about people, studies, policies, and programs. In addition, the LTI has prepared magazine articles and news releases dealing with various aspects of gifted/talented education.

The Leadership Training Institute has also been active in other areas of media production and dissemination. In cooperation with the Office of the Superintendent of Public Instruction, State of Illinois, it produced the 25 minute film *More than a Glance* (about a talented black girl). The film is available to various agencies for a nominal fee through the Audio-Visual Department of Ventura County Schools. The institute has collaborated with ACI Films, Inc., in New York City to produce a sound filmstrip *Who Is the Gifted Child?* Instead of

depicting a static view of the gifted/talented student, the filmstrip, through vignettes of real gifted and talented pupils, challenges the viewer to develop a general conceptual framework for appreciating the varied nature of giftedness. This filmstrip is available for purchase through Ventura County Schools.

On December 9, 1974, in New York City, the LTI sponsored a long range planning meeting with the theme of "Raising Consciousness of Key Publics about the Needs of Gifted and Talented." Leaders assembled from the three national gifted professional organizations (American Association for the Gifted, The Association for the Gifted, and the National Association for the Gifted); certain national organizations (e.g., Education Commission of the States, National School Boards Association, and Parent-Teachers Association); private foundations; and the federal government. LTI Executive Director Jackson underscored an urgent need: Leaders of the gifted and the talented must appeal to larger publics rather than remain in the same channels. To broaden consciousness, advocates should be found within various groups that can work with the gifted; the activities of such groups should be identified specifically and supported fully to expand opportunities for gifted and talented students.

Other Resources

Appendix of Film Sources

DESCRIPTIONS of the films in this listing are reproduced (with minor editorial changes) from distributors' catalogs with permission. Persons desiring either to rent or purchase films are advised that prices may change from those listed here at the discretion of the distributor. Films described herein have not been previewed by the ERIC Clearinghouse on Handicapped and Gifted Children or The Council for Exceptional Children. Their inclusion should not be construed as an endorsement.

ACI Films, Inc.*
35 West 45th Street
New York, New York 10036
(212) 582-1918

Audio/Brandon
34 Macquesten Parkway South
Mount Vernon, New York 10550
(914) 664-5051

Augsburg Films
426 South 5th Street
Minneapolis, Minnesota 55415
(612) 332-4561

Bailey Film Associates
2211 Michigan Avenue
Santa Monica, California 90404
(213) 829-2901

Carousel Films*
1501 Broadway
New York, New York 10036
(212) 524-4126

Encyclopaedia Britannica Films
425 North Michigan Avenue
Chicago, Illinois 60611
(and regional offices)
(312) 321-7326

Films Incorporated
Audio-Visual Center
Wilmette, Illinois 90091
(312) 256-4730

Indiana University
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401
(812) 337-2103

Mass Media Ministries
2116 North Charles Street
Baltimore, Maryland 21218
(301) 727-3270

Michigan State University
Instructional Media Center
East Lansing, Michigan 48823
(517) 353-3960

Pyramid Films
Box 1048
Santa Monica, California 90406
(213) 828-7577

University of California Extension Media Center
University of California
Berkeley, California 94720
(415) 642-0460

University of Illinois
Visual Aid Service
1325 South Oak Street
Champaign, Illinois 61820
(217) 333-1360

University of Michigan
Audio-Visual Education Center
416 Fourth Street
Ann Arbor, Michigan 48103
(313) 764-5361

University of Minnesota
Department of Audio Visual Extension
General Extension Division
2037 University Avenue, S. E.
Minneapolis, Minnesota 55455
(612) 373-3810

University of Southern California
Film Distribution Section
University Place
Los Angeles, California 90007
(213) 746-2311

**Films from ACI and Carousel must be purchased. It is sometimes possible to rent them from other distributors.*

Disadvantaged (General)

Brotherhood of Man (1946), 10 minutes, color, $11 rented, University of California Extension Media Center.

Cartoons show how the peoples of the earth are being drawn closer together with each new advance of science. It stresses that all races are basically equal with respect to physical and mental capacity, and that differences in speech, customs, dress, and color of skin do not constitute criteria for racial superiority or inferiority.

Children Without (1963), 29 minutes, black and white, $6.75 rented, Michigan State University.

This film is a documentary based on a report of the Educational Policies Commission dealing with the disadvantaged child.

Code Blue (1972), 26 minutes, color, $17.00 rented, University of California Extension Media Center.

Designed to motivate minority students to consider medical health professions as a career, as well as to answer typical questions asked by such students who are thinking about entering medical school, it includes scenes of black and Chicano professionals in varied medical and allied health fields. It is an excellent production, combining sincerity, encouragement, and a light, entertaining approach.

Differences (1974), 25 minutes, color, $315 purchased, ACI Films, Inc.

An American Chippewa Indian, two blacks, a Mexican American and a long haired bearded white relate their experiences and difficulties in learning to live within the unwritten rules of white, middle class America.

They discuss stereotypes, minority versus majority problems, individual differences and cultural differences, family traditions, cultural heritage, biased history books, the positive value of minority cultures, role playing, and reasons why minority cultures play a significant part in American society. Narration and music with lyrics carry the message, "Aren't you glad we're not the same?"

Incident on Wilson Street (1965), 51 minutes, black and white, $12.50 rented, University of Southern California.

This film demonstrates how a school and teachers trained in guidance techniques can work together to overcome problems of culturally deprived and emotionally handicapped children.

Minorities from Africa, Asia and the Americas (1972), 16 minutes, color, $7.10 rented, University of Illinois.

Filmed interviews document the story of America's nonwhite minorities—how people of different races came to be here and what it has meant to them. Blacks make up the largest minority. Their advent into our country began with slavery and today they continue to struggle for their rights. Mexican Americans were early western settlers, and most of them today are farm laborers. Puerto Ricans are now United States citizens, but those who have moved to the mainland face discrimination and poverty. American Indians have a long history of war with whites, and their main concern has always been economic survival. The Chinese came to America as laborers. The Japanese settled on the west coast and built strong communities, but they were not secure. Although these nonwhite minorities maintain separate cultures, they all contribute to American society.

Minorities: Patterns of Change (1972), 13 minutes, color, $6.40 rented, University of Illinois.

Are minority conditions worse today than in past generations? Using old photographs, newsprint, and archive film footage, the film explores both points of view: (1) that minority groups are following patterns of change similar to minority groups of the past; and (2) that today the struggle of minority groups has become more difficult. Some of the problems discussed include unemployment, ghetto environments, lack of education, and poverty.

Portrait of a Disadvantaged Child: Tommy Knight, 16 minutes, black and white, $4.25 rented, Michigan State University.

This is a study of a young boy in his inner city environment, classroom, and slum home, showing special problems, needs, and strengths of the inner city child. These children are represented not as a nameless, faceless mass, but as individuals with individual problems which must be treated as such if they are to become effective citizens.

Right to Be Different: Culture Clashes (1972), 29 minutes, color, $22 rented, University of California Extension Media Center.

Examines the relationship of various cultural minorities in the US with the dominant Anglo culture, including the black community of Detroit, Chicanos in the southwest, Navajos in New Mexico and Arizona, the Amish in Pennsylvania, and young people in communes.

They Beat the Odds (1965), 22 minutes, color, $15 rented, University of California Extension Media Center.

Shows a series of highly successful minority people who have completed their education and worked hard despite the odds against them. Designed to interest the minority student who feels that it is useless to continue schooling.

What Color Are You? (1967), 15 minutes, color, $14 rented, University of California Extension Media Center.

The experiences of three boys—Oriental, Negro, and Caucasian—at a zoo and amusement park act as a means through which the biological and

anthropological differences among racial groups are explained. A black and white sequence demonstrates how dull the world would be if there were no differences in color.

Asian American

Citizen Chang (1961), 25 minutes, black and white, $14 rented, University of California Extension Media Center.

A human relations training film that leads the viewer—without lecturing or moralizing on human weaknesses—to examine his interpersonal conflicts through the unusual experiences of a small Chinese American boy and his encounters with the adult world.

Masuo Ikeda: Printmaker (1973), 14 minutes, color $190 purchased ACI Films, Inc.

A modern Japanese artist, living in New York, creates a color print from copper plates as he explains how he finds ideas and how he creates his prints. Ikeda draws inspiration from nature, from scenes on city streets, from signs, and from photographs. His design is developed in the studio, and copper plates are etched, one for each color of the finished print. His procedure and tools are shown in close-up detail as he makes the plates, pulls proofs, checks and corrects the proofs, makes corrections on the plates, and pulls the finished prints. A montage of many of his prints demonstrates the work of a master of contemporary art.

Minority Youth: Akira, 14½ minutes, color, $10 rented, Bailey Film Associates—Educational Media.

Akira, a Japanese American youth, describes how it feels to be a part of two cultures. At home, traditional Japanese customs are practiced and he speaks Japanese with his parents. At school and with his friends, he leads a typical American boy's life. Akira has strong respect for his family, their traditions, and religion, and feels he is fortunate to have two cultures to draw upon.

Reflections (1967), 18 minutes, color, $7.50 rented, University of Illinois.

This is a sensitive study of a friendship between two 10 year olds, a Chinese boy and a Puerto Rican girl, in New York City's lower east side. The cruel effects of the existence of prejudice in their own age group, and more particularly in the parental generation, work their inevitable result.

Siu Mei Wong: Who Shall I Be? (1970), 17 minutes, color, $7.50 rented, University of Illinois.

Filmed in Los Angeles' Chinatown, Siu Mei Wong's story is that of a Chinese American girl who yearns to be a ballerina. Her father, a tailor, is proud of their Chinese heritage and insists that his daughter attend a Chinese school as well as an American one. When Siu Mei's ballet lessons conflict with her Chinese education, a painful choice must be made, but eventually Siu Mei is given a chance to pursue her own goal.

Black American

Bernie Casey: Black Artist (1971), 21 minutes, color, $240 purchased, ACI Films, Inc.

Mr. Casey, a former football player, is a painter with a growing reputation. The film follows him as he wanders through woods and fields, gathering impressions and images, and then in his studio at work, where he speaks of his feeling about being an artist. Finally, in a setting among the grass and trees which he loves, he shows a number of his finished paintings.

Black Has Always Been Beautiful (1971), 17 minutes, black and white, $10 rented, University of California Extension Media Center.

Portrait of black photographer James Van Der Zee, who has documented the black experience in Harlem for more than 60 years. The film shows him discussing his work and presents some of his fine photographs that reveal the pride and dignity of black people.

Felicia, 11½ minutes, black and white, $6 rented, Bailey Film Associates—Educational Media.

Discrimination and prejudice greatly affect young black people's goals and aspirations. Equal education and employment seem unattainable for many. Felicia is concerned about the apathy of the adults in her community who just "don't care anymore." She hopes to go on to college, but instead of abandoning her neighborhood when she is successful, Felicia would like to try to improve it.

Hey Doc, 25 minutes, color, $300 purchased, Carousel Films.

Hey Doc is a film about Dr. Ethel Allen, a black physician who is medical adviser, confessor and friend to the people of North Philadelphia's ghetto jungle. Cameras follow her to the schools, through the slum streets, and into her office to spotlight the lives of the addicted, the aged, the angry. Presented without the use of narrators, scripts, actors, or staged interviews, *Hey Doc* tells the story of a vicious urban environment and an indomi-

table lady who, on her own turf, is out to beat it. Produced by CBS news.

John Outerbridge: Black Artist (1971), 21 minutes, color, $240 purchased, ACI Films, Inc.

Mr. Outerbridge is a sculptor in metal. He is shown at various stages in the formation of a major piece of work. He speaks of his background and its influence on his work; of the efforts of all artists to express their ideas through their art. The visuals are a counterpoint to the words of a man who enjoys the details of his craft at the same time that he is completely serious about his role as a black man and an artist. For groups concerned with contemporary art, metal sculpture, and the role of the black artist today.

"J. T.", 51 minutes, color or black and white, $275 (black and white), $575 (color) purchased, Carousel Films.

"J. T." is the story of a little boy who wanders through a hostile Harlem world of menacing classmates and adults. He tunes himself out of that world by loudly tuning in on a transistor radio which he carries with him to school, to bed, and even to the bathroom. Then, while wandering through a vacant lot, he finds a friend.

J. T.'s heart goes out to a forlorn looking alley cat, wounded in some recent skirmish. He prepares a shelter for the cat and leaves his winter jacket for warmth and the radio for company. He even makes a welcome mat for his new friend's house. He scrounges food from the school cafeteria and charges cans of tuna fish to his mother's grocery bill. Then, the neighborhood bullies find the radio and begin tormenting the cat. The cat escapes but is run down and killed in street traffic. J. T. is heartbroken, but his family and the kindly neighborhood grocer gather around to console him. J. T. has lost a friend but has found something else of value—the beginning of an ability to love and the knowledge that, after all, people do care. Produced by CBS for the CBS Children's Hour.

A Dream to Learn, (1967), 28 minutes, black and white, $11 rented, University of California Media Center.

This film documents an experimental cultural enrichment program for black school children in the Roxbury district of Boston. It shows children learning about Harriet Tubman, W. E. B. Du Bois, and Martin Luther King, Jr., fondling rabbits, and composing verses, and stresses the widespread need for such new approaches to education.

Reggie (1972), 10 minutes, color, $160 purchased, ACI Films, Inc.

The subject is a black American artist and teacher whose art reflects the influences that have directed his life. Reginald Gammon talks about his painting and how it fits into the overall meaning of art. Reggie's art has a universal message and a particularly personal one in which Reggie's blackness plays an inseparable part. The themes of his paintings show an inevitable degree of alienation and frustration. Basically, however, good humor, satisfaction, and optimism dominate his attitude. *Reggie* is a sensitive portrait of a man that can be appreciated on many levels.

To Be Young, Gifted and Black (1972), 90 minutes, color, $37 rented, University of California Extension Media Center.

A sensitive adaptation of the stage production depicting the life and works of black playwright Lorraine Hansberry, who died of cancer in 1965 at age 34. Ms. Hansberry's most famous play, *A Raisin in the Sun*, made her the youngest American and first black playwright ever to win the New York Drama Critics Circle Award. The Cast—including Ruby Dee, Al Freeman, Jr., Claudia McNeil, Barbara Barrie, Lauren Jones, Roy Scheider, and Blythe Danner—portrays Lorraine Hansberry's personal and artistic struggles, relating her experiences as a black artist and her realization that she would die prematurely. Many scenes filmed on location capture such episodes as her first visit to the South, her response to the streets of Harlem, and her bittersweet memories of a high school English teacher. Conceived in a complex, free flowing style, much of the script, by her husband, Robert Neniroff, is drawn from her plays, letters, and diaries. A moving and inspiring dramatic experience.

Economically Deprived and/or Rurally Situated

And So They Live (1940), 24 minutes, black and white, $5.10 rented, University of Illinois.

This film portrays the conditions in which some farm families of the rural south live and go to school. It stresses the need for reeducating adults to a wiser use of the land and for providing an education closer to student needs outside of the school.

Appalachia: Rich Land, Poor People (1969), 39 minutes, black and white, $16 rented, University of California Extension Media Center.

This film shows Appalachia, the nation's first designated poverty area—a coal rich region whose residents lack adequate food, housing, and medical care. It focuses on eastern Kentucky where mine mechanization has thrown many out of work.

Interviews reveal how lack of education and skills binds people to the land. Mine owners' hostile reactions to outsiders' efforts to help are discussed.

Christmas in Appalachia (1965), 29 minutes, black and white, $135 purchased, Carousel Films.

Winner of the 1965 American Film Festival Blue Ribbon Awards: Social Documentary. One million people live in the stark poverty and desolation of Appalachia, exemplified by the abandoned coal mining community of Whitesburg, Kentucky. The moving eye of the camera remorselessly exposes the misery and discouragement on the worn faces of the adults, the children who have scant prospects of gaining an education, the hovels and shacks that serve as homes. *Christmas in Appalachia* points out that for these people Christmas is a barren and cold experience in a land of affluence. Although the meager holiday season for these people of Appalachia is highlighted, poverty prevails the year round. Produced by CBS News.

Evan's Corner (1969), 24 minutes, color, $9 rented, Michigan State University.

Evan lives in a crowded urban ghetto, in a two room flat with seven other members of his family. He longs for a place all to himself. With love and wisdom, his mother helps him select one corner in their home for his own. Yet something is missing. Evan learns that to be happy we cannot live alone in a corner but must be willing to step out and help others.

Harvest of Shame (1960), 54 minutes, black and white, $20 rented, University of California Extension Media Center.

Reveals the plight of millions of migratory workers who harvest America's crops. On-the-scene reports in Florida, Georgia, Virginia, New Jersey, New York, Michigan, and California show degradation and exploitation of men, women, and children who are moved from state to state in trucks, live in crowded, unsanitary huts, and work long hours for little pay. Spokesmen for government, farmers, and workers present their views for and against the use of migratory workers under conditions seen.

Linda and Billy Ray from Appalachia, 15 minutes, color or black and white, $95 (black and white), $185 (color) purchased, Encyclopaedia Britannica Educational Corporation. Contact must be made with nearest rental library for rental price.

Lack of job opportunities forces a mountain family to leave Appalachia for Cincinnati. Temporarily living with relatives, the children, father, and mother discover the sometimes painful ways of city life. The caged in feeling Linda and Billy Ray have is in striking contrast to their freedom "down home." The father's problems in the hiring hall as he struggles with applications and forms and the reluctance of the mountain mother to release her children to the city environment reinforce the long lasting struggle of newcomers to adapt to city living.

Tenement, 40 minutes, black and white, $7.50 rented, University of Minnesota.

Filmed over a period of 8 months, this documentary is an incisive portrait of a Chicago slum dwelling and the people who live there. Vividly conveys their intimately expressed feelings about the dreariness of poverty, disappointment in Chicago for those who came from the South, discrimination encountered in jobs and housing. Shows the oppressive conditions encountered in the daily lives of nine Negro families and their resigned acceptance.

Female

Anything They Want To Be (1974), 7 minutes, color, $12 rented, University of California Extension Media Center.

Explores sex role stereotypes in intellectual and career oriented activities. Covering both elementary and high school events, the film illustrates two themes: the low level of competence expected of girls in both academic and vocational problem solving tasks, and the subtle manner in which girls' career aspirations are channeled. It shows how sex bias manifests itself in a crafts class, how one girl's attempt to solve a mechanical problem is thwarted, how the assumption that girls are not competent in science can be expressed, and how career expectations are already sexually biased in kindergarten pupils.

Awakening (1972), 25 minutes, color, $21 rented, Films Incorporated.

World famous animator Peter Foldes does it again. In this, one of his longer films, he creates a strange but fascinating visual stream of consciousness, carrying the viewer along through countless metamorphoses—people into animals into railroad trains, faces into butterflies and back into faces. Many of Foldes' films deal with woman's image. *Awakening* is Peter Foldes' conception of women, which is interesting albeit not very flattering. The ever changing manifestations of Woman are caricatures which bring to mind her negative qualities—as that of the evil temptress—as a naked

woman dancing is engulfed by a strange combination of animated monsters. Although the point of view is debatable, it is uniquely creative talent.

The Black Woman (1970), 52 minutes, black and white, $10.35 rented, University of Michigan.

Poetess Nikki Giovanni, singer Lena Horne, Bibi Amina (wife of poet-playwright LeRoi Jones) and other black women discuss the role of black women in contemporary society and the problems they confront. Discusses the relationship of black women to black men; black women to white society; and black women to the liberation struggle. Lena Horne condemns the arrest of Angela Davis which she fears may be "a calculated genocidal move." Singing by Roberta Flack, a dance by Loretta Abbott; poetry by Nikki Giovanni.

Growing Up Female (1971), 53 minutes, black and white, $12.25 rented, Michigan State University.

This film describes the socialization of the American woman through a personal look into the lives of six females ranging in age from 4 to 35. The film shows the action of such forces as parents, teachers, guidance counselors, the media, pop music, and the institution of marriage.

The High Up Doll (1961), 11 minutes, black and white, $15 rented, Mass Media Ministries.

The increased concern over redefining sexual roles in society is embraced by this symbolic fable. When a mother refuses to buy her little girl a doll she wants, the girl has fantasies of being cruelly disinherited. In a scene surrealistically conceived to remind the viewer of an old fashioned speakeasy, the girl finagles the money out of her father. She plays the seductive little chippie sitting on his lap, while he plays the lecherous, filthy rich man of the world paying for her charms. After purchasing the doll, she does a ballet with it, the doll's size diminishing as she runs home. Her last and ritual act is to set the doll up on a pedestal, rather than playing house with it. All from junior high through adult age can easily perceive the film's metaphorical illustration of how "feminine" qualities are programed into female children unconsciously and how those children just as unconsciously adapt to the role in payment for acceptance. The film's affectatious parody of the silent movie and its period decor add to its commentary on a classic cultural more.

Other Women, Other Work (1973), 20 minutes, color, $16 rented, University of California Extension Media Center.

This film presents some unorthodox job alternatives for women. Inspirational in intent, the film provides heartwarming glimpses of women working as pilots, carpenters, truckdrivers, roofers, oceanographers, veterinarians, and broadcast journalists. There is little or no reference to legal questions or to the facts of job discrimination, although one or two women do allude briefly to the bias they have encountered. Instead, the emphasis is on the positive virtues of the increased opportunities for today's women.

To Be a Woman, 13½ minutes, color, $17.50 rented, Augsburg Films.

Selections from interviews of girls and young women concerning their own self images, attitudes, and convictions. Six sections include girlhood, personhood, femininity, antistereotypes, sexuality, and idealism. Designed as a tool to trigger rethinking and start discussion.

American Indian

The Forgotten American, 25 minutes, color, $18 rented, University of California Extension Media Center.

This is a documentary about those forgotten Americans who have become aliens in their native land—the American Indians.

Filmed on location in the southwest and in the urban Indian communities of Los Angeles and Chicago, this document sets forth the formula for hopelessness and despair: minimal food and housing, inadequate educational facilities, and limited employment opportunity. These are the physical aspects of the Indian's impoverishment. More damaging is his loss of identity and self respect, both as an individual and as a member of a vanishing and irreplaceable American culture.

Indian children are sent far from home to schools where they are discouraged from speaking their native tongue and encouraged to forget tribal heritage. Many of them become acutely homesick; some have lost their lives while trying to return to their homes and parents during the severe prairie winters.

Former Secretary of the Interior Stewart L. Udall and Seneca tribal spokesman Bob Davis provide commentaries along with Leo Haven, great-grandson of the famous chief He-Who-Sees who was a guide for the Indian scout Kit Carson.

Haskie (1970), 25 minutes, color, $12.50 rented, Indiana University.

This film presents the story of Haskie, a young Navaho Indian boy, who wants to become a medi-

cine man but must instead attend a boarding school to meet the requirements of compulsory education. It shows him running away from school so that he can go home and tend his sheep and concludes with Haskie deciding to stay in school in order to help preserve the Navaho culture.

Minority Youth: Adam, 10 minutes, color, $8 rented, Bailey Film Associates, Educational Media.

Adam is an American Indian. In the film, he speaks candidly about his cultural heritage and his place in today's society. He feels that there are misconceptions and stereotypes which are damaging to his people. But in the final analysis, Adam is an American with the wants, abilities, and interests of his Anglo peers.

Our Totem Is the Raven (1972), 21 minutes, color, $19 rented, University of California.

In this dramatic portrayal a teenage Native American discovers his heritage and culture through the teachings and examples of his grandfather, played by the noted actor Chief Dan George.

Riff '65 (1966), 12 minutes, black and white, $8 rented, University of California Extension Media Center.

Powerful profile of an American Indian boy in Harlem. This film takes on a trancelike quality as it follows Riff through his aimless, alienated days. He belongs to a gang, and we see the playful beating and roughing up that mark his initiation. Almost casually, he tells us how a subway train ran over his hand and cut off parts of two fingers. Other Harlem youngsters voice their feelings on various matters—war, satellites, cops. Finally, we see Riff smashing the interior of an abandoned schoolhouse, out of boredom, protest, or perhaps despair.

Spanish Speaking

Chicano, 22 minutes, color, $25 rented, Bailey Film Associates—Educational Media.

What is a Chicano? Filmed in East Los Angeles, this documentary style film explores the Mexican American community in general and the Chicano movement in particular. A crucial question is raised: Must Mexican Americans deny their cultural identity and become anglicized in order to have equal educational, social, and economic opportunities?

Chicano from the Southwest, 15 minutes, black white, $95 purchased, Encyclopaedia Britannica Educational Corporation.

A 10 year old Mexican American boy is involved in the conflict between the traditional attitudes of his father and the "I want to live now" desires of his older brother. Flashbacks trace the family's life as migratory workers in Texas, a time of close togetherness but a dead-end economic existence. Their move to Los Angeles brings more financial security but increased tension. The boy, Pancho, becomes aware of the problems he is facing, problems shared by many city youngsters as they are torn between traditional family customs and fast paced city life.

Education and the Mexican American (1969), 57 minutes, black and white, $21 rented, University of California Extension Media Center.

Examines the struggle of an often forgotten minority to effect changes in the Los Angeles school system—to gain more control over who teaches and what is taught in its neighborhood schools. During a week in March 1968, thousands of students in the barrio of East Los Angeles staged "blowouts" or walkouts to protest inferior education. The protest, a culmination of years of frustration, resulted in a list of 36 demands being presented to the school board. The documentary first half of the film presents representative views, mainly from the vocal, Mexican American point of view. Included are opinions voiced after the blowouts and also nearly 3 months later, when the "Chicano 13" were arrested on Grand Jury indictments charging conspiracy, a felony charge. Others comment on the arrests and their political implications. The second half of the film is a panel discussion of some of the issues raised in the first half, particularly from points of view not already expressed.

Felipa: North of the Border (1970), 16 minutes, color, $7.10 rented, University of Illinois.

This is the story of a Mexican American girl who lives in Arizona and dreams of becoming a teacher. When Felipa discovers that her Uncle Jose's chance for a new job as a truck driver depends on his learning English to get his driver's license, she determines to teach him herself, since she speaks both English and Spanish. Sensitive photography visually conveys the frustration felt by a person who does not understand the language in the place where he lives and works.

Minority Youth: Angie (1971), 10½ minutes, color, $8 rented, Bailey Film Associates—Educational Media.

Angie relates her personal feelings about being a Mexican American. She takes pride in the fact

that her family, like other Mexican American families, "surround their kids with love instead of material things." But she questions the prejudice which she sees exhibited against the Mexican American in education and employment opportunities particularly. Angie's philosophy is that one cannot change society "on one Saturday."

World of Piri Thomas (1968), 60 minutes, color, $15.15 rented, University of Michigan.

Piri Thomas is a painter, ex-con, poet, and ex-junkie. He is author of the book *Down These Mean Streets*. Thomas takes the viewer on a tour of Spanish Harlem, where two-thirds of the 900,000 Puerto Ricans in the United States live. This is home for a "forgotten people" and a place where children tire of living because they see no hope for escaping ghetto life, plagued by filth, narcotics, and crime.

For Teacher Awareness

*Adventures of ** (1957), 10 minutes, color, $11 rented, University of California Extension Media Center.

An animated color cartoon presents a condensed account of the life of an average contemporary human being symbolized by "*". As a baby, he enjoys seeing the new world about him, but his ability to see and enjoy life is reduced as he experiences disapproval and rejection, and as an adult he is unable to react freely to the world about him. He neither sees nor finds pleasure in new things until, through his own child, he has a rebirth and sees the world anew.

And No Bells Ring, 56 minutes, black and white, $10.25 rented, Michigan State University.

An ideal school of the future is presented where emphasis is on teacher freedom from routine and concentration on instruction requiring the creative ability of a good teacher.

And There Was Morning, 10 minutes, color, $14 rented, no distributor listed.

In this beautiful, poetic film, majestic gulls, soaring over the ocean, represent the creative acts of God as a voice quietly reads from the opening chapters of Genesis. Children talk about the Creation as they make birds in art, music, and dance; a sculptor explains the significance of his work; and a Japanese flute player comments on the nature of his wind music. An American Indian dances the Hopi Eagle Dance and discusses its meaning, and a young ballerina shares her feelings about dancing Swan Lake. Suddenly, these lyrical images are shattered by the destructive aspects of man's nature, and we see birds destroyed by pollution and shot by hunters juxtaposed with symbolic scenes of the ballerina collapsing and the Indian dancer being consumed by fire. At the end of the film the constancy of God's presence is reaffirmed through the continuation of his creation in all of life as represented in the title, "and there was morning . . ."

Boundary Lines (1947), 12 minutes, color, $11 rented, University of California Extension Media Center.

A plea, using animated symbols and music, to eliminate the arbitrary boundary lines that divide people from each other as individuals and as nations, invisible boundary lines of color, origin, wealth, and religion. Good for stimulating discussion groups of all ages.

Claude (1965), 3 minutes, color, $10 rented, Pyramid Films.

Claude is a small animated boy with a head shaped like a football. He lives in an opulent house and is owned by a pair of cardboard, conformist, cliche ridden parents. "Claude, can't you do anything," says Mother; "You'll never amount to anything, Claude," echoes Father. But Claude ignores them both, having better things to do with a small black box, and finally takes his revenge in a sardonic surprise ending.

Daffodils (1972), 11 minutes, color, $145 purchased, ACI Films, Inc.

Spring has arrived but, in the city school, its only apparent signs are paper cutouts on the windows and a plastic daffodil students examine while the teacher reads Wordsworth's *Daffodils*. Afterward, a black student remains under the spell of the poetry and, still clutching the flower, he finds himself in a beautiful world of nature complete with fields of dancing daffodils. His exuberant spirit is unleashed, and he runs through the new green life about him. The recess bell finally shatters his fantasy, and he is again engulfed by the reality of his harsh city world.

Games Futurists Play (1968), 29 minutes, color, $11.75 rented, University of Illinois.

Examines some of the methods man is using in his search for knowledge of existing social problems as well as projected social problems of the 21st century. Introduces three games which involve role playing and resemble child's play, but, as we witness such games, we learn how they can help educators to teach future citizens about politics and democracy, generals and admirals to develop

future strategies, and social planners to choose alternate futures for the world. Narrated by Walter Cronkite.

The Great Bubble Conspiracy (1973), 15 minutes, color, $15.00 rented, Pyramid Films.

A lightly satirical film about people who persist in blowing bubbles in spite of society's prohibition: No bubbles allowed. The protagonist, a middle aged woman who blows bubbles on the sly from the window of her shabby apartment, joins a group of young people in the park who are joyfully and freely blowing bubbles. The authorities, sanitation men and gardeners dressed in lavender uniforms, attempt to put a stop to this subversive activity. Donning battle helmets, they charge the bubbles with insecticide cans and the pointed sticks they use to pick up litter. They confiscate the group's bubble blowing apparatus. But the bubbles persist, emerging from sewers, garbage cans, garages, windows, and trees. The bubbles are irrepressible. Fragile and delicate, they float across the ugly, smoggy skyline of Los Angeles, somehow redeeming man's blight. Surreptitiously, one of the park's sanitation men blows bubbles and is caught up in the experience. Back in the protagonist's apartment, she has converted her disapproving friend from downstairs to the joys of bubble blowing. As evening comes on, the darkening sky is filled with bubbles, cheers, and music. *The Great Bubble Conspiracy* can be used by groups interested in social mores, fear of change, environment, urban studies, satire, symbolism, and filmmaking. English, film, humanities, social studies, sociology, government, and philosophy classes will appreciate the film.

"*Bubble*, a statement against those forces which suppress the new and the beautiful simply because it might mean change, has appeal for all age levels."—*English Journal.*

Homo Homini (1969), 11 minutes, color, $12.50 rented, Mass Media Ministries.

The vast cauldron of problems that keeps modern man in thrall has been placed at the center of a strange, brilliant allegory, a winner of the Interfilm Award of the Edinburgh Film Festival and of the Human Rights Award at the national film festival of the Netherlands. In puppet animation, an everyman converses with a caricature of a computer brain that takes and gives according to its master's wish. In rapid, kaleidoscopic, flow of consciousness style, there is no need of spoken word, as the two are pictured in a fast flow of world news imagery. Gradually, the everyman begins making demands for value judgment upon his electronic deity; the brain becomes confused and finally explodes, leaving its master destitute. The sign of hope is Rodin's sculpture The Thinker towering over the wreckage. The aura of future shock, and all that it entails, comes to bear upon our minds in an eery and spellbinding fashion.

I Am Also a You (1970), 13 minutes, color, $15 rented. No distributor listed.

This film is an open ended exploration of human values. By juxtaposing scenes of contemporary life with quotations which span different societies, religions, age groups, and centuries, *I Am Also a You* points out the similarities among peoples. It also takes care to point out our potentials and our failures. After a montage of pollution scenes: "The destruction of this planet would have little significance on a cosmic scale; to an observer in the Andromeda Nebula the sign of our extinction would be no more than a match flaring for a second in the universe." —Stanley Kubrick, 1964.

This thought provoking film can excite classroom discussions of political change, religious belief, dissent, progress, ecology, and human love. The suggestive power of its visual imagery and its use of contrast will interest art, film, and literature classes.

Influential Americans, 45 minutes, $9.25 rented, Michigan State University.

Outstanding teachers are presented as influential Americans. The film highlights new educational techniques; team teaching; language laboratories; airborne television; and the need for great teachers, modern technology.

Inside Out (1971), 56 minutes, color, $34 rented, University of California Extension Media Center.

Documents the failure of urban high school programs in the US, concluding that both students and teachers are victims of the present system. It then examines in detail the success of a secondary "school without walls" in Philadelphia where many of the problems shown have been solved.

I Think, 19 minutes, color, $16 rented, Augsburg Films.

This film deals with the difficulties facing youth today as they struggle to develop individual identities despite pressures to conform to others' expectations.

Nueva: An Alternative (1974), 18 minutes, color, $16 rented, University of California.

Demonstrates the educational philosophy and methods of the Nueva Day School and Learning

Center, a famous alternative elementary school which emphasizes a fourfold approach including the traditional basic studies, directed study in groups, elective options beginning very early in the program, and individualized study in which the students progress at their own pace toward their own goals, without letter grades or achievement reports. Shows representative class activities at the prekindergarten, kindergarten, 6 year old, 7 and 8 year old, and 9 to 11 year old levels. Also shows the involvement of parents in the school activities and surveys the important educational research and development work done by the faculty.

Teachers? (1958), 13 minutes, black and white, $11 rented, University of California Extension Media Center.

A skillful actor satarizes four types of teachers. More than a portrayal of how or how not to teach, this training film asks, "Is this you?"

The Teachers, 49 minutes, black and white, $10 rented, University of California Extension Media Center.

Shows in cinema verite style a 6 week advanced study institute in which some 50 teachers are prepared for the challenge of teaching disadvantaged children. Their training begins with a 5 day "live-in" in poor people's homes, where they come to know and understand the low income family and are exposed to the feelings and attitudes of migrant workers. Later, at a mountain resort, they hold uninhibited discussions of their progress. The approach encouraged by the institute is acceptable to some of the teachers; others find out, in time, that the job is not for them.

The Test (1973), 53 minutes, black and white, $70 rented, Audio/Brandon.

A hymn to the potential of youth, *The Test* tells the story of a young man at the dawn of the 20th century, who is determined to prove himself as a master barrel builder. Applying all the initiative and creativity he can muster, he meets every test with which his villagers can challenge his skill. His final task—to rescue a barrel, which he has constructed, from raging rapids—provides the film's stirring climax. Warmly directed by Georgi Dyulgerov, *The Test* manages to be poetic while always unfailingly realistic.

Up Is Down (1970), 6 minutes, color, $10 rented, Pyramid Films.

An animated tale about a boy who walks on his hands. From his upside down postion, hostile frowns look like smiles. Other people, though, grow uncomfortable in his presence and think that there is "something wrong that he should not see things their way, the right way." The doctor finds that he has been deprived of patent medicines, the psychologist discovers that his "hate instincts have been suppressed," the sociologist warns of his "passivity," and the boy's teacher laments that he never goes about things the "correct way." The "treatments" include "injections, simultaneous hot baths and cold showers, traction, lobotomy, brainwashing three times a day, and saturation with TV commercials"! His new right-side-up perspective teaches him that "the opposite view of love is hate, that beauty is ugliness, that individuality is conformity, that plenty is poverty, that cooperation is competition, that understanding is prejudice, that depth is superficiality, that concern is indifference, that joy is despair, and that peace is war." All this is enough to change his mind: "If you want me to stand on my feet," he says, "you'll have to make some big changes first." And he walks away—on his hands.

On Creativity

Art—People—Feelings (1971), 15 minutes, color, $15 rented, Pyramid Films.

People communicate their feelings in many ways. This film demonstrates communication of feeling through the visual arts. Using historical and contemporary art works including film, billboards, posters, and television, it illustrates the means the artist has at his disposal to translate "inner experiences into visual form." Responding to the mood of his society, the visual artist's expression of feeling depends on the medium he chooses as well as on his skill. The vehicles he uses are the elements of art: line, texture, shape, color, light, and dark. The film goes on to illustrate how artists rely on both the human and natural environments for the inspiration they need to create the unique abstractions of reality which we call works of art. This fast moving, emotionally involving film provides a valuable visual experience for art, humanities, literature, and music classes or any group interested in the process of artistic creation.

Apple (1964), 8 minutes, color, $10 rented, University of California Extension Media.

This amusing animated line cartoon in which a lumpish man employs a variety of stratagems in an unsuccessful attempt to pluck an apple from a tree has a surprise ending.

Feather (1973), 8 minutes, color, $140 purchased, ACI Films, Inc.

A story about a child's emotions and relations with others. A little girl finds a long pheasant feather. She is delighted with it and plays with it, and then offers it to many people, suggesting new uses for it each time: Her teacher can use it as an eraser, her brother as an Indian headdress. Everyone refuses it. Discouraged, she abandons it, but then finds that her little brother has found his own use for it. Happily, she joins him in play. *Feather* was produced under the USOE and is designed to demonstrate flexible thinking and the ability to adjust to changing circumstances.

Help! My Snowman's Burning Down (1964), 10 minutes, color, $11 rented, University of California Extension Media Center.

Against the New York skyline, a fully dressed man sits in a bathtub on a Hudson River pier, typing underwater on a piece of toilet tissue. His behavior is nonchalant and baffling during a series of whimsical, surreal adventures as logic gives way to the absurd. Open to symbolic interpretation as well as simple enjoyment, this "accident" (as its creators have called it) is in fact carefully planned and produced with wit and technical excellence.

Koestler on Creativity (1971), 40 minutes, color, $12.45 rented, University of Michigan.

A probing interview with Arthur Koestler, famous author and philosopher, analyzing some of the processes underlying the creative act. The film is based on his book *The Act of Creation*. Although the main emphasis is on the scientist rather than the artist, Koestler tries to indicate that the conscious and unconscious processes underlying the creative act are based in both cases on much the same pattern.

The Searching Eye (1964), 18 minutes, color, $15 rented, Pyramid Films.

Many different instruments have been divised to extend the limits of the eye, the "window to the mind": the telescope to penetrate the infinite limits of space, the microscope to penetrate the finite limits of matter, and the camera to record what "the searching eye," aided or unaided, has found. All learning, all thinking, all doing of human beings starts first with sight.

Throughout this film, the simple actions of a 10 year old boy lend the opportunity for visual metaphors of the normally unseen world. When he drops a rock on the beach, the camera shows the "constructive violence and destructive beauty" of volcanic eruptions in the past that no human eye could see in the same way. As the boy chases birds and imitates them, we see that "imitation is the beginning of learning." Man's attempt to fly with wings is superimposed over the flight of a bird. As gulls glide across the sky, a matching shot of fighter planes is superimposed behind the birds. The grace of flight is caught with a shot of a bird through slow motion, stroboscopic photography. When the film ends, the boy has seen much, but it is what he cannot see, what the camera has given to the viewer, that adds a profound dimension to the film.

Employing a variety of cinematic techniques, including time lapse, underwater, high speed, and aerial photography, *The Searching Eye* is a valuable addition to any film class. Science, art, writing, photography, or any class where close observation is a virtue will benefit from viewing this film. It can also be used to stimulate creativity and help individuals realize that there is always more that they can "see," if they have the knowledge of how to go about it.

Wondering about Things (1970), 22 minutes, color, $20 rental, Pyramid Films.

Wondering about Things is a film designed to explore the nature of creativity, especially in regard to science. Its intent is to confront society's fear of science and technology. It poses the following series of questions to a wide variety of creative people: Why are you interested in your work? What practical benefits to mankind do you foresee as a result of your work? Do you regard yourself as having a highly active curiosity? What is creativity? Are your concerned about the possible misuse of science? Are you satisfied with life as it is today? Do you think further scientific investigation should be stopped while we learn to deal with what we already know?

The individuals who answer the questions are a rock singer, a cosmologist, a filmmaker, a biologist, a folk singer, a boat builder, an astronomer, a sculptor, a song writer, a chemist, a columnist an organizer for a tenants' union, a computer expert, an environmental planner, and a symphony conductor. The several answers to each question are edited together for emphasis or contrast.

Gifted and Talented Education: A Topical Bibliography

THE entries in this bibliography have been organized into several subsections according to subject area. While the bibliography is by no means exhaustive, we have tried to make it broadly representative of several fields of interest within the education of the gifted and talented.

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State Level Parent Organizations for the Gifted and Talented

SOME of the following groups are not composed solely of parents but are a combination of professionals and parents.

Alabama

Parents Organization for Programs for Academically Talented Students
c/o Wilhelmina Champlin
Barton Academy
504 Government Street
Mobile, Alabama 36602
(205) 438-6011 (office)
(205) 342-7134 (home)

Marvin Gold
ALATAG, Mobile Chapter
Special Education Department
Instructional Laboratory Building, Room 230
University of South Alabama
Mobile, Alabama 36688
(205) 460-6460 (office)

Arizona*

Arizona Association for the Gifted and Talented
Bobbie Shoob
Secretary/Treasurer
225 West Orchid Lane
Phoenix, Arizona 85021

Scottsdale Citizens Committee on the Education of the Gifted
Kathy Kolbe, Co-Chairman
4131 North 51st Place
Phoenix, Arizona 85018
(602) 959-4026

California

California Association for the Gifted
c/o Don K. Duncan
Los Angeles County Educational Center
9300 East Imperial Highway
Downey, California 90242

California Parents for the Gifted
Beverly King
4821 Don Juan Place
Woodland Hills, California 91364
(213) 348-1605

Colorado

Colorado Association for the Gifted
c/o Rita M. Dickinson
Route 1, Box 553
Evergreen, Colorado 80439
(303) 674-5212

Connecticut

Connecticut Association for the Gifted
Academy Street School
Madison, Connecticut 06443
Thomas Jokubaitis, President
(203) 245-2761

Delaware*

Gifted Child Association
(organizational stage)
Muriel Miller, Organizer
1107 Linda Road
Darby Woods
Wilmington, Delaware 19803
(302) 475-6473

Florida

Florida Association for the Gifted
Dorothy A. Sisk, President
University of South Florida
Special Education FAO 163
Tampa, Florida 33620
(813) 974-2100

Georgia

Georgia Association for Gifted Education
LaJuana Modling, President
1079-A Oakland Avenue
Conyers, Georgia 30207
(912) 568-5521

Throughout this section, an asterisk will mean there is no statewide parents' group.

Program for the Gifted
Carlene Brown, Coordinator
Richmond County Board of Education
3146 Lake Forest Drive
Augusta, Georgia 30904

Illinois

Illinois Parents Association for the Education of Gifted/Talented Students
Lois Fitter, Acting President
2916 Grand Avenue
Granite City, Illinois 62040
(618) 376-7256

Indiana*

Parents for Enrichment Program
Ben Morgan, Supervisor
Indianapolis Public Schools
120 East Walnut Street
Indianapolis, Indiana 46204
(317) 266-4721

Iowa

Iowa Association for the Gifted
Harry Budenseik
Director of Educational Services
Area Education Agency 7
3712 Cedar Heights Drive
Cedar Falls, Iowa 50613
(319) 277-3330

Kansas*

Manhattan Association for Gifted, Talented, and Creative Children
Keith Wood, Chairman
1509 University Drive
Manhattan, Kansas 66502
(913) 537-0301

Kansas Association for Gifted, Talented and Creative Children, Wichita Chapter
Robert Davis, Chairman
2913 N. Vassar Avenue
Wichita, Kansas 67220
(316) 683-7241

Topeka Association for Gifted, Talented, and Creative Children
William Brady, Chairman
1022 Orleans
Topeka, Kansas 66604
(912) 357-7300

Hays Association for the Gifted, Talented, and Creative
Cheri Parks, Chairperson
2603 Fort
Hays, Kansas 67601
(913) 628-2100

Louisiana

Association for the Gifted and Talented in Louisiana
Kay Cofley, President
1627 Frankfort
New Orleans, Louisiana 70122
(504) 288-3612

Maine*

Parents for Progress
Elaine Crosby
Salmon Falls School
Cape Road
Hollis, Maine 04042
(207) 727-3118

Maryland*

Montgomery County PTA
Committee for the Gifted
Katherine Rigler, Chairman
5008 River Hill Road
Bethesda, Maryland 20016
(301) 229-5355

Parents for Academic and Creative Enrichment
Deborah P. Clayman, President
9402 North Penfield
Columbia, Maryland 21045
(301) 997-1676

Massachusetts*

Boston Parents Council for the Gifted
Angela Heffernan, Chairman
186 Park Street
West Roxbury, Massachusetts 02132
(617) 323-2424

Massachusetts Commission for the Academically Talented
Joseph Plouffe, Chairman
Brockton Public Schools
Brockton, Massachusetts 02402
(617) 588-7800

Franklin County Task Force for Gifted and Talented Children, Inc.
Richard Renaud, President
P.O. Box 307
Greenfield, Massachusetts 01301
(413) 774-2342

Michigan

Michigan Association for the Academically Talented, Inc.
Paul Simpson, President
517 Chamberlain Street
Flushing, Michigan 48433
(313) 659-5126

Minnesota

Minnesota Council for the Gifted and Talented
Ruth Clifton, MCGT Coordinator
411 Rehnberg Place
West St. Paul, Minnesota 55118
(612) 225-6959

Nebraska

Nebraska Association for the Gifted
Coni Schwartz, President
Lincoln Public Schools
Arnold School
Lincoln, Nebraska 68508
(402) 799-2244

Nevada

Parents of the Gifted and Talented
Katherine Sylvester, President
255 Skyline Drive
Elko, Nevada 89801
(702) 738-7211

Nevada State PTA
Board of Managers
Committee for Awareness of the Academically Talented
Pat Schank, President
413 Falcon Lane
Las Vegas, Nevada 89107
(702) 878-3811

New Jersey

The Gifted Child Society, Inc.
Gina Ginsburg, Executive Director
59 Glen Gray Road
Oakland, New Jersey 07436
(201) 337-7058

New York*

Queens Association for the Education of Exceptionally Gifted Children
Margy B. McCreary, Founder
111-30 198th Street
Hollis, New York 11412
(212) 465-0950

The New York State Association for the Gifted and Talented
Bernice Ellis, President
628 Golf Drive
North Woodmere, New York 11581
(516) 791-3732

Foundation for the Education of the Academically Talented
Katherine Kielich
157 Windsor Avenue
Buffalo, New York 14209
(716) 886-0616

National Association for Gifted Children, Rockland County
Jeanette Newman Rosenfeld, President
78 Hall Avenue
New City, New York 10956
(914) 634-8015

North Carolina

Parents for the Advancement of Gifted Education
Leroy Martin, President
5015 Glenwood Avenue
Raleigh, North Carolina 27612
(919) 787-3610
(919) 737-2517

North Dakota

Association for High Potential Children
Ellen Fiedler, President
1334—2nd Street N.
Fargo, North Dakota 58102
(701) 293-9293

Ohio

Ohio Association for Gifted Children
Ruth B. Olson, President
18960 Coffinberry Road
Cleveland, Ohio 44126
(216) 331-2848

Oklahoma

Oklahomans for Gifted Talented
c/o Zula Arnett, Consultant
Guthrie Public Schools
802 East Vilas
Guthrie, Oklahoma 73044
(405) 282-4372 (home)
(405) 282-1930 (office)

Oregon

Oregon Association for Education Enrichment
Ray Lauderdale, President
Vista Post Office 3104
Salem, Oregon 97302

Pennsylvania

Pennsylvania Association for the Study and Education of the Mentally Gifted
Tininna Ross, President
Scranton School District
425 N. Washington Avenue
Scranton, Pennsylvania 18504
(717) 961-2411

Rhode Island

The National Foundation for Gifted and Creative Children
John E. Friedel, President
395 Diamond Hill Road
Warwick, Rhode Island 02886
(401) 737-7481

Tennessee*

Association for the Education of Gifted Students, Memphis
Harry Krieger, President
139 Lynnfield Street
Memphis, Tennessee 38138
(901) 767-7867

Texas

Association for Gifted Education
Carroll Lockhart, Acting President
1300 Spyglass No. 161
Austin, Texas 78746
(512) 327-2069

Utah

Utah Parents Organization for Gifted and Talented
Jeanette Misaka, Acting Chairman of Task Force
Special Education Department
University of Utah
Salt Lake City, Utah 84112

Fortuna Association for Gifted and Talented
Colleen Morris, President
Fortuna School
4630 Fortuna Way
Salt Lake City, Utah 48117
(702) 277-2611 (office)
(702) 277-9922 (home)

Virginia**

Fairfax County Association for the Gifted
Len Deibert, President
8701 Norfolk Avenue
Annandale, Virginia 22003
(703) 280-2545

Virginia Association for the Gifted
Sara Smith, President Elect
2104 Mason Hill Drive
Alexandria, Virginia 22306
(703) 768-2181

Program to Enrich the Gifted, Inc.
Viann Powers, President
4514 Kingsley Road
Woodbridge, Virginia 22191
(703) 590-2369

Washington

State Advisory Committee for the Gifted and Talented
Donna Tahir or Richard Mould
State Department of Public Instruction
Gifted Program Section
Old Capitol Building
Olympia, Washington 98504
(206) 753-1140

Northwest Gifted Child Association
Judy Irwin, President
26441 137th Avenue, S.E.
Kent, Washington 98031
(206) 854-9327

Wisconsin

Wisconsin Council for the Gifted and Talented
Jane Nolte, President
6833 West Wills Street
Wauwatosa, Wisconsin 53213
(414) 771-9624

***There is no statewide parents' group, although the Virginia Association for the Gifted covers several counties.*